

**Trinity Area School District
Social Studies Curriculum Map
Grade 2**

Course: Elementary Social Studies Social Studies Grade: 2 Designer(s): Social Studies Committee	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): A variety of people with different abilities are needed to work together in communities. This interaction and cooperation is what makes a community successful.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Civics and Government</i>		Students will...	
Rule of Law	5.1 2.A Explain the purposes of rules and their consequences in the classroom and school community.	<ul style="list-style-type: none"> • State why school rules are important. (e.g., riding the bus, crosswalks) • Demonstrate knowledge of the rules in all areas of the classroom and school community. • Accept consequences for non-adherence to the posted rules. 	<p>Why are school rules important?</p> <p>Explain 3 rules that are important at school and tell why.</p>
Laws and Government	5.1 2.B Explain the importance of rules in the classroom and school community.	<ul style="list-style-type: none"> • State appropriate behaviors needed for the successful function of the classroom and school. • Contribute to creating classroom rules and consequences. • Demonstrate respect for the rules through positive behavior. 	Describe characteristics of a good student.
Principles and Ideals that Shape Government	5.1 2.C Define fairness in working with others.	<ul style="list-style-type: none"> • Create a list about how to be a fair person. (e.g., play by the rules) • Discuss the importance of treating others fairly. • Identify similarities between self and others. • Explain the accommodations or adaptations necessary for individual success in various situations. 	<p>What are the benefits of following the rules?</p> <p>Why is it important to be treated fairly in the classroom?</p> <p>What are the benefits of having school rules posted?</p>

Documents and Ideals that Shape Pennsylvania and U.S. Government	5.1 2.D Explain why school rules are written and posted.	<ul style="list-style-type: none"> • Explain the importance of having written rules that are posted. • Refer to written, posted rules as part of community interactions. • Contribute to making the classroom rules. Model knowledge of rules through interactions with peers and adults. 	
Civic Rights and Responsibilities	5.2 2.A Identify and explain the importance of responsibilities at school, at home, and in the community.	<ul style="list-style-type: none"> • Participate in classroom responsibilities. • List own responsibilities. (e.g., at home, school) • Discuss responsibilities of being a community member. (e.g., recycling, bicycle safety, speed limits) • Demonstrate independent actions which support a positive learning environment. • Demonstrate independent actions for being a member of the community. 	<p>What are your rights and responsibilities in the classroom, at home and in the community ?</p> <p>How can you act responsibly in your community?</p>
Conflict and Resolution	5.2 2.B Identify a problem and a probable solution.	<ul style="list-style-type: none"> • Use role-play to solve problems and disagreements. • Brainstorm various strategies to solve a problem. • Solve problems independently 	<p>How can people solve fights?</p> <p>How can compromising help solve a problem?</p> <p>What steps can you take to solve a problem?</p>
Competent and Responsible Citizens	5.2 2.D Explain responsible community behavior.	<ul style="list-style-type: none"> • Demonstrate ways to be a leader/role model in the classroom and community. • Identify characteristics of responsible behavior. 	<p>Name ways that a leader acts ion the classroom or community.</p> <p>What are characteristics of a leader?</p> <p>What is responsible behavior?</p>
Branches of Government	5.3 2.A Identify the role government plays in the community. (e.g., education, transportation)	<ul style="list-style-type: none"> • Identify managed organizations within the local community. (e.g., schools, bus transportation, libraries) • Identify government in the community. (e.g., mayor 	<p>What organizations or community services are in our area?</p> <p>Name people that represent the government in our local area.</p>
Structure, Organization, and Operation of Governments	5.3 2.B Identify local government leaders.	<ul style="list-style-type: none"> • Identify leaders in the community by job, position, or name. • Identify the mayor. • Participate in discussion on responsibilities of a mayor. 	<p>Who is the mayor?</p> <p>What is the mayor’s job?</p> <p>Name other leaders besides the mayor.</p>

		<ul style="list-style-type: none"> • Participate in discussions about city council. 	What is a city council?
Government Services	5.3 2.C Identify other types of services provided by local government	<ul style="list-style-type: none"> • Identify services provided by government to the community. (e.g., animal control, road maintenance, hospitals, education) 	What types of services does the government provide?
Leadership and Political Elections	5.3 2.D Identify positions of authority at school.	<ul style="list-style-type: none"> • Identify positions of authority at school. (e.g., principal, assistant principal, teacher) 	Name people in the school that have authority.
Conflict and the Court System	5.3 2.F Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.	<ul style="list-style-type: none"> • Identify consequences for not following school rules and expected behaviors. 	<p>What are consequences?</p> <p>What are the consequences if you do not carry out your responsibilities at school?</p>
Media Influences	5.3 2.H Identify different forms of media.	<ul style="list-style-type: none"> • Contribute information during class learning activities and identify the source. • Define media. • Participate in discussions on various types of media. • Draw different forms of media. • Explore media. (e.g., writing, taking digital photos, recording) 	<p>What is media?</p> <p>How can you participate in school?</p> <p>What is a discussion?</p>
Systems of Government	5.3 2.J Identify the responsibilities of voters after the vote.	<ul style="list-style-type: none"> • Understand a vote as a choice that is counted. • Understand voting as a right. • Participate in classroom voting experiences. • Participate in compiling voting results. • Recognize voting experiences may not result in the choice made by an individual. • Demonstrate acceptance of the vote through positive behavior. 	<p>Explain what it means to vote.</p> <p>Why is voting a right?</p> <p>How does voting help everyone?</p>
Media and its Influence	5.4 2.D Identify the different types of media.	<ul style="list-style-type: none"> • Practice making compromises. • Participate in classroom experiences that involve compromise. • Research community compromises resulting from challenges. • Participate in group decision-making and consensus building. • Work cooperatively with other children to 	<p>What is a compromise?</p> <p>Explain a time you had to compromise.</p> <p>What does working cooperatively look like?</p>

		achieve an outcome. Demonstrate acceptance of final consensus.	
How Foreign Policy is Influenced	5.4 2.E Explain how a community reaches compromise.	<ul style="list-style-type: none"> • Practice making compromises. • Participate in classroom experiences that involve compromise. • Research community compromises resulting from challenges. • Participate in group decision-making and consensus building. • Work cooperatively with other children to achieve an outcome. • Demonstrate acceptance of final consensus. 	<p>What is a compromise?</p> <p>Explain a time you had to compromise.</p> <p>What does working cooperatively look like?</p>
Big Idea <i>Economics</i>	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Opportunity Costs	6.1 2.C Explain how choice has consequences.	<ul style="list-style-type: none"> • Identify the impact of choices. (e.g., self, others, environment) • Explain how spending money impacts saving money and vice versa. • Explain the decision-making process. • Explain what is given up by making a choice. 	<p>Why is it important to think about the consequences of your choices?</p> <p>How do community interests affect choices?</p>
Specialization	6.4 2.A Identify local examples of specialization of work.	<ul style="list-style-type: none"> • Describe how people in the community perform specialized services. (e.g., work done by postal workers is very different from bankers) • Identify stores that specialize in selling certain goods. • Compare stores that specialize in selling certain goods or services. (e.g., video game store versus department store) 	<p>What types of jobs or careers can people have in your community?</p> <p>Why is it important to earn money?</p> <p>Why do certain occupations earn more money than others?</p> <p>What are some roles of local businesses?</p> <p>What are some ways you can save money?</p>

Labor Productivity	6.5 2.B Describe how different job skills impact earnings.	<ul style="list-style-type: none"> • Research and report upon a profession of interest. • Participate in discussions on the connection of skill sets and income level. (e.g., higher education can equate to higher income) 	What kind of job would you like to have when you grow up?
Distribution of Wealth	6.5 2.E Describe the qualities that may be necessary to complete a task.	<ul style="list-style-type: none"> • Choose a task and identify what is needed to complete. • Identify character traits that make people likely to be able to complete certain tasks. • Discuss ways their personal qualities make them well suited to complete certain tasks. 	What qualities do you need to complete a task?
Big Idea Geography	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Geographic Tools	7.1 2.A Identify how basic geographic tools are used to organize information.	<ul style="list-style-type: none"> • Recognize that a map contains specific elements. (e.g., title, symbols, legend/map key, grids, compass rose, scale) • Explain the purpose of the legend/map key. • Explain how scale is used to measure distance on a map. • Use a grid to locate places on a map. 	<p>What geographical tools should be used to locate a place on the map?</p> <p>How do we use geographical tools?</p>
Location of places and regions.	7.1 2.B Describe regions in geographic reference using physical features.	<ul style="list-style-type: none"> • Identify and interpret the features of a map. 	<p>What geographical tools should be used to locate a place on the map?</p> <p>How do we use geographical tools?</p>
Physical Characteristics	7.2 2.A Identify the physical characteristics of places.	<ul style="list-style-type: none"> • Identify the physical features of given places or regions. • Define the term landform. • Identify and describe various landforms. (e.g., ocean, river, lake , island, peninsula, mountain, desert, plain) • Create a model showing landforms or 	What physical features does the United States have?

		create a book with descriptions and pictures of landforms.	
Physical Processes	7.2 2.B Identify the basic physical processes that affect the physical characteristics of regions.	<ul style="list-style-type: none"> • Explain why various towns and cities of the state or region are located where they are. • Identify and describe the effects of natural disasters (e.g., tornadoes, blizzards, hurricanes, tsunamis, floods, earthquakes) on the environment. • Create a project on natural disasters. (e.g., tornadoes, blizzards, hurricanes, tsunamis, floods, and earthquakes) 	<p>How does the geography in your region affect how you dress, where you live and what foods you eat?</p> <p>How do changes in the environment affect people?</p>
Human Characteristics	7.3 2.A Identify the effect of local geography on the residents of the region. (e.g., food, clothing, industry, trade, types of shelter, etc.)	<ul style="list-style-type: none"> • Explain the location of where people work, live, or play in the region or community. • Explain how the local geography impacts decisions in their daily life. • Identify the type of community and give examples why it is a rural, urban, or suburban. • Compare and contrast the three kinds of communities. • Participate in discussions on how the geography of the type of community affects its residents. (e.g., rural—further to travel for services, urban—not much land) 	<p>How does the geography in your region affect how you dress, where you live and what foods you eat?</p> <p>How do changes in the environment affect people?</p>
Impact of Physical Systems on People	7.4 2.A Identify how environmental changes can impact people.	<ul style="list-style-type: none"> • Describe the various things people do to impact the environment. (e.g., positively and negatively) • Research how the environment can impact people. (e.g., water pollution) 	How do changes in the environment affect people?
Big Idea <i>History</i>	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Continuity and Change Over Time	8.1 2.A Read and interpret information on simple timelines.	<ul style="list-style-type: none"> • Create and use a timeline to record events over time. 	How do you use and read a timeline?

		<ul style="list-style-type: none"> • Create a timeline of own life events. (e.g., use pictures when appropriate) • Answer questions based on information from a timeline. 	What information can you learn from a timeline?
Fact/Opinion and Points of View	8.1 2.B Identify documents relating to an event.	<ul style="list-style-type: none"> • Identify the source of information relating to an event or occurrence. • Identify if the source was a primary or secondary document. • Research documents relating to an event. • Participate in discussions on the documents. (e.g., what is fact versus opinion) 	<p>How do access documents about certain historical events?</p> <p>What research should be done to create a family tree?</p> <p>How can a family tree help you understand your family?</p>
Research	8.1 2.C Apply sources of historical information.	<ul style="list-style-type: none"> • Use primary and secondary documents/ informational text or oral history to convey information of event(s) or happenings. • Interview an older relative or older family friend to learn about their childhood. • Create a Venn diagram comparing their childhood with the person they interviewed. • Research a famous American. • Create a visual presentation. (e.g., bio poem, bio bag, poster) 	<p>Why are historical documents important?</p> <p>How are a primary source and a secondary source different?</p> <p>How is your childhood different than an older person's childhood?</p>
Contributions of individuals and groups (PA)	8.2 2.A Identify historical figures in the local community.	<ul style="list-style-type: none"> • Identify groups and individuals who contributed to the founding and building of the local community. (David Bradford and F. Julius LeMoyne) • Research and share a historical figure from the community. • Identify and discuss the contribution. (e.g., how did the community benefit) 	<p>Name and explain the importance of local historical figures.</p> <p>Who are some historical figures from your community?</p>
Historical documents, artifacts, and places (PA)	8.2 2.B Identify important buildings, statues, and monuments associated with the state's history.	<ul style="list-style-type: none"> • Research and identify important buildings, statues, and monuments in Pennsylvania. • Share research findings with peers. (e.g., orally, pictorially) 	What buildings, statues, and monuments are related to Pennsylvania's history?

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
 (These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction (In what month(s) will you teach this unit?)	Title of Unit	Big Idea(s) (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) address this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	Common Assessment(s)* (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
Introduction (Setting the expectations within the classroom)		Systems Resolutions	5.1 .2.A. Explain the purposes of rules and their consequences in the classroom and school community. 5.1.2. B. Explain the importance of rules in the classroom and school community. 5.1 G. Explain the importance of respect for the property and opinion of others 5.2 B. Identify personal rights and responsibilities 5.2 C. Identify sources of	Rules and laws are important in the classroom, school, community It is important to respect the property and opinion of others There are benefits for following the rules Rules and laws are in place for a reason Conflicts can be resolved. Being treated fairly is important.	What rules and laws are important in the classroom, school, community, state and nation? Why is it important to respect the rights and opinions of others? What are the benefits of following the rules? What would our school be like without rules? How can people solve fights?		Setting up classroom expectations, jobs, rules, consequences, behavior charts, etc Discuss School Safety

			<p>conflict and disagreement and different ways conflicts can be resolved</p> <p>5.2 F. Explain the benefits of following rules and laws and the consequences of violating them</p> <p>5.3 C. Identify reasons for rules and laws in the school and community</p> <p>5.3 G. Explain why being treated fairly is important</p> <p>5.3 J. Identify the ways a classroom is structured like a community</p>	<p>People have rights and responsibilities.</p> <p>Classrooms have similar roles as the community.</p>	<p>What are your rights in the classroom?</p> <p>How is our classroom set up like a community?</p> <p>What are community jobs that we have in the classroom?</p> <p>How do jobs help a classroom?</p>		
1st Nine Weeks							
1 st 9 Weeks		Systems Location Resolution	<p>5.2 A. Identify examples of the rights and responsibilities of citizenship</p> <p>8.1 A Understand chronological thinking and distinguish between past, present, and future time</p> <p>8.1B Begin to develop an understanding of historical sources</p> <p>8.1 Understand historical research</p>	<p>People have personal rights and responsibilities</p> <p>A family is structured like a community with leaders, jobs, rules and consequences</p> <p>Historical research is used to understand family history.</p> <p>Family trees are a map that shows how your family members are</p>	<p>What are your responsibilities?</p> <p>How are families alike and different?</p> <p>What research should be done to create a family tree?</p> <p>How can a family tree help you understand your family?</p> <p>How are adult activities different from children activities?</p>		<p><u>Journeys Connection</u> Unit 1</p> <p><u>Lesson 1</u> <i>All in the Family</i> pg 26</p> <p><u>Lesson 2</u> <i>My Family</i> pg. 38</p> <p>Activity: <i>Family Tree</i> follow pattern on page 44</p> <p>Your Turn page 53 Family Visit: Make a List Turn and Talk: Alike</p>

			<p>5.2 B. Identify personal rights and responsibilities</p> <p>5.2 C. Identify sources of conflict and disagreement and different ways conflicts can be resolved</p> <p>5.3 G. Explain why being treated fairly is important</p> <p>6.3 D Explain what is given up when making a choice.</p> <p>6.3 F Explain how self-interest influences effect choice</p> <p>7.1 A. Identify the following geographic tools: maps, globe, map elements, diagrams, photographs, map keys, and cardinal direction.</p>	<p>connected.</p> <p>Conflicts and disagreements can be resolved</p> <p>Being treated fairly is important</p> <p>Choices are made for certain reasons.</p> <p>Self- interests effect choice.</p> <p>Geographical tools are used to locate a place on a map</p>	<p>What may cause someone to change?</p> <p>How can conflicts and disagreements be resolved peacefully?</p> <p>Why are choices made?</p> <p>What geographical tools should be used to locate a place on the map?</p>		<p>and Different</p> <p>Paired text: <i>Family Poetry</i> page 54</p> <p>Text to Self: Select an Activity pg 57</p> <p>Text to World: Connect to Social Studies pg 57</p> <p><u>Lesson 4</u> <i>Diary of a Spider</i> pg 90 Paired text: <i>Teacher's Pet</i> pg 127</p> <p><u>Lesson 5</u> <i>See Westburg by Bus!</i> pg. 150 (create a map of your class/school using page 151 as an example)</p>
2nd Nine Weeks							
2 nd 9 Weeks		Systems Location Resolution	<p>6.4 B. Explain why goods, services and resources come from all over the nation and the world</p> <p>6.4 C. Identify local resources (natural and human)</p> <p>7.4 ID the human characteristics that are affected by places and</p>	<p>Goods, services and resources come from all over the nation and the world</p> <p>Local resources are available in our community</p> <p>People work to get goods and services</p>	<p>What goods and services come from our community?</p> <p>Why do people work to provide goods and services for others?</p> <p>What elements or culture and ethnicity can be gathered from literature?</p>	<p>Performance task #1 "At Work in China" See Z-Drive</p>	<p>Unit 2</p> <p><u>Lesson 7</u> <i>The Ugly Vegetables</i> pg. 194</p> <p><i>They Really Are Giant!</i> pg. 218</p> <p>Text to World- <i>Connect to Social Studies</i> pg. 221</p> <p><u>Lesson 8</u></p>

		<p>regions</p> <p>7.2B ID basic processes that effect the physical characteristics of places and regions</p> <p>7.4 B ID how places and regions are impacted by people</p> <p>6.5 A. Explain why people work to get goods and services</p> <p>6.5 D. Identify different occupations</p> <p>8.4.3 A. (PA Standard) Identify the elements of culture and ethnicity</p> <p>7.1 A. Identify the following geographic tools: maps, globe, map elements, diagrams, photographs, map keys, and cardinal directions</p> <p>5.3 G. Explain why being treated fairly is important</p> <p>6.3 D Explain what is given up when making a choice.</p> <p>6.3 F Explain how self-interest influences effect choice</p> <p>6.5 B. Identify different occupations</p>	<p>Geographical tools are used to locate a place on a map</p> <p>Elements of culture and ethnicity can be gathered from literature</p> <p>Geographical tools are used to locate a place on the map</p> <p>Conflicts and disagreements can be resolved</p> <p>Being treated fairly is important</p> <p>Choices are made for certain reasons.</p> <p>Self- interests effect choice.</p> <p>People have different occupations</p>	<p>What geographical tools should be used to locate a place on the map?</p> <p>How do we use geographical tools?</p> <p>Posters can help people resolve a problem. What elements on a poster can help resolve a problem?</p> <p>How can communication resolve a problem?</p> <p>What helps you make a decision about a person or character from a story?</p> <p>What are different occupations?</p> <p>How do self-interests affect choices in occupations?</p>	<p><i>Super Storms</i> pg 231 (Tornado Alley)</p> <p>U.S map page 238-239 Map the states located in Tornado Alley</p> <p>Your Turn: <i>Storm Safety: Make a Poster</i> page 245</p> <p><u>Lesson 9</u> <i>How Chipmunk Got His Stripes</i> page 259</p> <p>Your Turn: <i>Turn and Talk: Character Clues</i> page 276</p> <p><u>Lesson 10:</u> Background: <i>Ocean life</i> page 290 (discuss oceans of the world)</p> <p><i>Meet Norbert Wu</i> pg. 310 (Paired Selection)</p> <p>Text to Self- <i>Think About Jobs</i> pg.313</p> <p>Unit 3 <u>Lesson 11</u> <i>Click Clack Moo Cows That Type</i> page 322</p> <p>Text to World: <i>Write a letter</i> pg 349</p>
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			8.4 A. Identify individuals and groups who have made significant political and cultural contributions to world history				<u>Lesson 12</u> <i>Violet's Music</i> pg.374 Text to World- <i>Connect to Social Studies</i> pg 377 <i>Wolfgang Mozart Child Superstar</i> pg. 374 (Paired Selection)
3rd Nine Weeks							
Goods 3 rd 9 Weeks		Systems Location	7.3 A. Identify the human characteristics that are affected by places and regions 8.4.3 A. (PA Standard) Identify the elements of culture and ethnicity 8.4.3 C. (PA Standard) Compare and contrast selected world cultures 8.1 C. Understand historical research 8.3 A. Identify contributions of individuals and groups to United States history 5.2 ID personal rights and responsibilities 6.3 F Explain how self-interest influences effect choice	Human characteristics are affected by places and regions Adults can go to school, just like kids. There are a variety of different schools. People are different. People can have heroes. People with disabilities can function in the community. Rules and laws have an importance in the classroom, community, state, and nation	What elements of culture and ethnicity can be gathered from literature? Is it good for adults to go to school? How are schools alike and different? How do people know that they are different from others? What characteristics are valued when choosing a hero? What can a community do to help people with disabilities? What safety rules are important in the school and at home?	Performance Task #2 "Making a Law" See Z-Drive	<u>Unit 3 cont.</u> <u>Lesson 13</u> <i>Schools Around the World</i> pg. 386 Your Turn- <i>Write About Schools</i> pg. 403 Text to World- <i>Connect to Social Studies</i> pg. 407 <u>Lesson 14</u> <i>Helen Keller</i> pg. 416 Choose a Hero: <i>Take a Vote</i> pg 433 Text to World- <i>Write a Paragraph</i> pg. 437 <i>Anne Sullivan</i> (Leveled Reader) <i>Alexander Graham Bell</i> (Leveled Reader)

		<p>6.5 B. Identify different occupations</p> <p>5. 2 D. Identify the importance of political leadership and public service in the school, community, state and nation</p> <p>5.1 B. Identify the importance of rules and laws and their importance in the classroom, community, state, and nation</p> <p>6.4 C. Identify local resources (natural and human)</p> <p>5.2 B. Identify the personal rights and responsibilities</p> <p>5.3 E. Identify services performed by the local, state and national governments</p> <p>8.1 D Begin to develop an understanding of historical sources</p> <p>8.4 A. Identify individuals and groups who have made significant political and cultural contributions to</p>	<p>People have different jobs/careers.</p> <p>A community has a variety of sign to keep people safe and informed.</p>	<p>What are jobs and careers in your community?</p> <p>What kind of job would you like to have when you grow up?</p> <p>What are examples of signs in your community?</p> <p>What can you learn from signs in your community? Why are signs in your community important?</p>	<p><u>Lesson 15</u> <i>Officer Gloria and Buckle</i> pg. 446</p> <p>Your Turn- <i>Safe at School</i> pg. 469</p> <p>Text to World- <i>Connect to Social Studies</i> pg. 473</p> <p><i>Safety at Home</i> pg. 470 (Paired Selection)</p> <p><i>Police in the Community</i> (Vocabulary Reader)</p> <p style="text-align: center;">Unit 4</p> <p><u>Lesson 16</u> <i>Mr. Tanen's Tie Trouble</i> pg. 14</p> <p><u>Lesson 17</u> <i>Luke Goes to Bat</i> pg 48</p> <p>Your Turn- Hooray for Heroes! pg 69</p> <p><i>Jackie Robinson</i> pg. 70 (Paired Selection)</p> <p><i>The Brooklyn Dodgers</i> (Vocabulary Reader)</p> <p><u>Lesson 18</u> <i>My Name is Gabriela</i> pg. 82 Background: The</p>
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			<p>world history</p> <p>7.1 A. Identify the following geographic tools: maps, globe, map elements, diagrams, photographs, map keys, and cardinal directions</p> <p>8.3 A. Identify contributions of individuals and groups to United States history</p>				<p>Nobel Prize pg 80 (locate places on the map)</p> <p>Text to Self: Tell a Story pg 105 Text to World-Connect to Social Studies pg. 105</p> <p><i>All About Chile</i> (Vocabulary Reader)</p> <p><u>Lesson 19</u> <i>Signmaker's Assistant</i> pg 110 Background: <i>Why We Need Signs</i> pg 112</p> <p>Your Turn: Sound Off About Signs pg 137 Paired selection: <i>Trouble With Signs</i> pg 138 Text to World-Connect to Social Studies pg. 141</p> <p><u>Lesson 20</u> <i>Heroes Then and Now</i> pg. 174 (Paired Selection)</p>
4th Nine Weeks							
4 th 9 Weeks		Systems Location Resolution	7.1 A. Identify the following geographic tools: maps, globe, map elements, diagrams, photographs, map keys, and cardinal directions	Geographical tools are used to locate a place on the map Places have	What geographical tools should be used to locate a place on the map? How do we use geographical tools?		Unit 5 <u>Lesson 21</u> <i>Penguin Chick</i> Background: <i>Antarctica</i> page 188

			<p>7.4A ID the characteristics that are affected by places and regions.</p> <p>7.2 A. Identify physical characteristics of places noting physical properties: landforms, climate, vegetation, animals, bodies of waters, and human-made forms</p> <p>5.2 B. Identify personal rights and responsibilities</p> <p>5.2 D. Identify the importance of political leadership and public service in the school, community, state and nation</p> <p>5.1 G. Explain the importance of respect for the property and opinion of others</p> <p>5.3 G. Explain why being treated fairly is important</p> <p>8.3 A. Identify contributions of individuals and groups to United States history</p> <p>6.2 A. Define and identify goods, services, consumers and producers</p>	<p>characteristics that make them different from others.</p> <p>Conflicts and disagreements can be resolved</p> <p>Being treated fairly is important</p> <p>Choices are made for certain reasons.</p> <p>Self- interests effect choice.</p> <p>Elements of culture and ethnicity can be gathered from literature.</p> <p>Groups of people have traditions that make them different than others.</p> <p>Goods are the products you make to be sold.</p> <p>Services are jobs done for others.</p> <p>A consumer is anyone who buys a good or a service.</p>	<p>What characteristics make locations different?</p> <p>What makes friends special?</p> <p>What do you think makes a good friend? How can people be thoughtful and helpful to others?</p> <p>What elements or culture and ethnicity can be gathered from literature?</p> <p>Compare and contrast goods and services.</p> <p>Compare and contrast consumer and producer.</p> <p>What would it be like to have a career as an archeologist/astronaut?</p> <p>How can the available resources change a community?</p> <p>How is life now the same and different from long ago?</p> <p>What are the political and</p>	<p>Your Turn: Land for Sale page 207</p> <p><u>Lesson 22</u> <i>The Stories Julian Tells</i> Background: <i>Good Friends</i> pg 218</p> <p>Your Turn: Pal Portrait/ Words and Actions pg 237</p> <p>Making Connections: Tell About Making Friends pg 241</p> <p><u>Lesson 23</u> <i>The Goat in the Rug</i> Background: <i>Navajo Traditions</i> pg 248</p> <p>Text to World-Connect to Social Studies pg. 273 <i>Basket Weaving</i> pg. 270</p> <p><u>Lesson 24</u> <i>Mediopollito Half-Chicken</i> Background: <i>Fantastic Folktales</i> pg 280 (story starts pg 282)</p> <p>Your Turn: Helping Out pg 299</p> <p>Paired text: <i>The Lion</i></p>
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			<p>6.5 B. Identify different occupations</p> <p>6.4. Identify local resources</p> <p>6.5 A. Explain why people work to get goods and services</p> <p>8.4 A. Identify individuals and groups who have made significant political and cultural contributions to world history</p> <p>8.4 C. Compare similarities and differences between earliest civilizations and life today</p> <p>8.1 B. Begin to develop an understanding of historical sources</p>	<p>A producer is anyone who makes or grows a good or performs a service.</p> <p>People have different occupations.</p> <p>Resources can be found in the local community.</p> <p>People work for various reasons.</p> <p>Benjamin Franklin made significant political and cultural contributions to world history</p>	<p>cultural contributions of Ben Franklin?</p>	<p><i>and the Mouse</i> pg 300</p> <p>Making Connections: Tell a Moral Story pg 303</p> <p style="text-align: center;"><u>Unit 6</u></p> <p><u>Lesson 27</u> <i>The Dog that Dug for Dinosaurs</i> pg. 384 Background: <i>Fossil Hunting</i> pg 382</p> <p>Paired Selection: <i>La Brea Tar Pits</i> pg 402</p> <p>Text to World-Connect to Social Studies pg.405</p> <p><u>Lesson 28</u> <i>Working in Space</i> pg 410 Your Turn: Fun Jobs pg 431</p> <p>Making Connections Connect to Social studies pg 435</p> <p><u>Lesson 29</u> <i>Two of Everything</i> pg 440 <i>Take a Trip to China</i> (Vocabulary Reader)</p> <p><u>Lesson 30</u> <i>Now and Ben</i> pg. 474 Background: <i>Benjamin</i></p>
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