

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

SOCIAL STUDIES

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**Grade Level: 2**

**Date of Board Approval: \_\_\_\_\_ 2016 \_\_\_\_\_**

**DELAWARE VALLEY SCHOOL DISTRICT**

**Planned Instruction**

**Title of Planned Instruction: Social Studies Curriculum**

**Subject Area: Social Studies**

**Grade(s): 2**

**Course Description: The second grade Social Studies course is designed to introduce children to a basic Social Studies framework that includes:**

- 1. Culture: How do we live together?**
- 2. Geography: Exploring Earth**
- 3. History: Long ago and today**
- 4. Economics: Needs and wants**
- 5. Citizenship/Government: How Government works**

**Various Social Studies concepts aligned with culture, geography, history, economics, citizenship, and government will be introduced and taught through the theme of communities.**

**Time/Credit for the Course: 1 year**

**Curriculum Writing Committee: Alan McElroy, Elina Gallo**

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## Curriculum Map

1. Marking Period One -Overview with time range in days: Nine weeks

Unit one - Lessons one through five

Unit two - Lessons one and two

Marking Period One -Goals:

**At Home and at School**

-groups

**Chart and Graph Skills**

Time lines

**Living in Communities**

-communities

**Map and Globe Skills**

-grid map

**Communities Large and Small**

urban, suburban, rural

**Customs and Traditions**

-customs, traditions, culture

**People Help Communities**

-artists, inventors and scientists

**All About Location**

-absolute and relative location

**Where We Live**

-state, country, continent

**Chart and Graph Skills**

-flow chart

Understanding of:

**At completion of marking period students will be able to:**

- discuss how we belong to various groups and importance of group rules
- use time lines to describe events
- describe what a community is made up of and the importance of community laws
- use of a map grid
- define and describe 3 types of communities
- describe things that make up customs, traditions and cultures
- describe the different types of people who make up a community
- differentiate absolute and relative location
- identify the connections between state, country, continent, and world
- explain how to use a flow chart

2. Marking Period Two -Overview with time range in days: Nine weeks

Unit Two - Lessons one through five

Unit Three- lessons one and two

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**Marking Period Two -Goals:**

### **Land and Water**

-landforms, bodies of water

### **Map and Globe Skills**

-landform map

### **All About Weather**

-seasons, storms

### **Earth's Resources**

-natural resources

### **We Change Earth**

-reduce, reuse, recycle

### **Communities Then and Now**

-transportation, communication

### **Early Americans**

-Native Americans, settlers, Pilgrim, colony

**Understanding of:**

**At completion of marking period students will be able to:**

- identify the differences between landforms and different bodies of water in the United States
- describe the four seasons
- identify different types of dangerous weather
- describe natural resources, their uses, and we need to protect them
- describe ways we changed the Earth and the many ways to take care of Earth
- compare and contrast the differences between life long ago and life today
- describe the different groups that settled in different areas.

### **3. Marking Period Three -Overview with time range in days: Nine Weeks**

**Unit Three - Lessons three to five**

**Unit Four - Lessons one through three**

**Marking Period Three -Goals:**

### **Map and Globe Skills**

-map scale

### **Colonies to States**

-colonies, Paul Revere, Declaration of Independence

### **Families on the Move**

-pioneer, Trail of Tears

### **Freedom for All**

- interviews, slavery, Civil War, freedom

### **Our Needs and Wants**

-needs, wants, scarce, save, technology

### **Many Kinds of Work**

-service, tax, volunteer

### **Chart and Graph Skills**

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Understanding of:

At completion of marking period students will be able to:

- describe and demonstrate the usage of a map scale
- describe colonists' fight for freedom
- analyze why the Declaration of Independence was so important to the country
- describe new plan of government
- describe westward expansion
- define why an interview is a good way to learn things
- define what is a Civil War
- explain why everyone should be free
- explain the difference between a need and want
- analyze how computers have improved our lives
- describe how people do a variety of jobs to earn money
- identify types of service jobs
- explain the importance for a community to have volunteers
- define the usage of a bar graph

### 3. Marking Period Four –Overview with time range in days: Nine Weeks

Unit Four - Lesson one

Unit Five - Lessons one through six

Marking Period Four -Goals:

#### **Goods and Trades**

-goods, factory, trade

#### **Producers and Consumers**

-producers and consumers

#### **Map We the People**

-government, Constitution, election

#### **Our Country's Government**

-National government, Congress, Supreme Court

#### **Our Country's Capital**

-capital, Capitol, monument, diagram

#### **Our State Capitals**

-governor, symbols

#### **Map and Globe Skills**

-compass rose

#### **Community Government**

-mayor, council

#### **Justice for All**

-justice, immigrant

#### **and Globe Skills**

-route

Understanding of:

At completion of marking period students will be able to:

- identify how farmers produce goods for the economy
- use a graphic organizer to show the sequence of a good from factory or farm to consumer
- describe why trade with other countries is good for the United States
- differentiate a producer and a consumer
- explain the importance of a consumer
- explain how to follow a route on a map-describe the importance of the national government

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- identifying the causes and effects behind the writing of the Constitution
- explain the importance to vote for our leaders
- identify the three branches of our government and the responsibilities of each branch
- describe what makes a good leader
- identify monuments and memorials in Washington D.C.
- explain why the President lives in Washington D.C.
- define the purpose of a diagram
- describe how state governments are organized like the federal government
- identify PA state symbols
- explain how a compass rose helps find directions on a map
- identify the three parts of a local government
- describe how local governments help communities
- define what justice means and how it is represented in our symbols.
- explain why immigrants want to live in the Unites States
- identify some of the leaders for justice

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## Curriculum Plan

**Unit:**

**Unit One We Live Together**

**Time Range in Days:**

**Seven Weeks**

**Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

**Standards Addressed:**

5.2.4.E, 5.3.2.L, 5.4.2.A, 5.3.2.A, 5.3.2.B, 5.3.2.C, 5.3.2.D, 5.3.2.F, 5.2.2.A, 5.2.2.B, 5.2.2.D, 5.1.2.A, 5.1.2.B, 5.1.2.C, 5.1.2.D, 5.1.2.E, 6.1.2.C, 6.1.2.D, 7.1.2.A, 8.4.2.A, 8.1.2.A, 8.1.2.C, 8.2.2.A, 8.4.2.C,

**Reading Standards:**

CC1.1.2D, CC1.1.2E, CC1.2.2A, CC1.2.2B, CC1.2.2C, CC1.2.2E, CC1.2.2F, CC1.2.2G, CC1.2.2I, CC1.2.2L, CC1.3.2B, CC1.4.2A, CC1.4.2C, CC1.4.2D, CC1.4.2F, CC1.4.2H, CC1.4.2I, CC1.4.2L, CC1.4.2L, CC1.4.2M, CC1.4.2U, CC1.4.2V, CC1.5.2A, CC1.5.2B, CC1.5.2E, CC1.5.2F

**Overview:** People belong to a variety of groups which have rules that make things fair and safe. Groups includes family, friends, and community (urban, suburban, rural). Their groups share customs, traditions, and cultures. Community groups include artists, inventors, scientists and others.

**Focus Question(s): How do we live together?**

**Goals: Students will learn how we live together In families and communities.**

**Objectives:**

Students will be able to explain how we belong to various groups.(DOK 3)

Students will be able to explain the importance of group rules.(DOK3)

Students will be able to explain how time lines are used to describe events. DOK3)

Students will be able to describe what a community is made up of and the importance of community laws (DOK 2)

Students will be able to explain the importance of being honest. (DOK 3)

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Students will be able to demonstrate how to use a map grid. (DOK 3)

Students will be able to describe the three kinds of communities. (DOK2)

Students will be able to explain the key difference among the three kinds of community. (DOK3)

Students will be able to describe the things that make up customs, traditions and cultures.  
(DOK2)

Students will be able to describe the different types of people who make up a community.  
(DOK2)

Students will be able to explain that students live, work, and play in communities. (DOK2)

Students will be able to identify some of the jobs and fun things to do in a community. (DOK1)

Students will be able to describe how people in communities help one another. (DOK2)

### **Unit 1 Building Background:**

Using the visual preview on page 4, allow students to do a brainstorming activity in which they list how schools and families are alike and different.

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: How do we live together?**

##### **Core Activities:**

*Key Concepts: belonging to various groups, rules to help us get along, time line, calendar, graph skills*

*Key Vocabulary: guardian, time line, vote*

-Connect brainstorming about how families come in many shapes and sizes to the reading and discussions of pages 4-9.

-Discuss key vocabulary and “What is a family?” and “What are family rules?”

-Use Reading Link: Main and Ideas and Details to summarize.

-Have students using a graphic organizer to write 2-3 sentences summarizing the main idea and details about families.

(NARRATIVE WRITING)

##### **Assessments:**

**Diagnostic:** Brainstorming Web: Students’ participation and adherence to topic.

**Formative:** Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, lesson review

**Summative:** Lesson 1 Assessment (pages 1-4)

Idea Factory activities (pages 1-11)

Unit 1 Assessment



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### **Extensions:**

- Have students create a Pocket Chart Foldable. Label the three columns "Family," "School," and "Neighbors." Draw a picture of a rule that is followed at home, school and in the neighborhood and write a sentence for each.
- Have students create a time line of their life showing some of the rules they have learned.
- Have students make lists of all the groups at home, at school, at church, in the community, and elsewhere to which they belong.

### **Correctives:**

- Allow students to write a question about each section and trade with a partner upon completion of reading lesson.
- Allow students to begin a main idea and details graphic organizer to be completed at the end of the lesson. Student Activity Book page 5.

### **Materials and Resources:**

Social Studies textbook  
Student Activity Book  
Foldables, Interactive Study Guides  
Teachers' Manual  
Oral Language Cards 1, 2  
Vocabulary Activity Cards 1,2,3  
Idea Factory – Teacher Resource  
Transparencies RS1, GO8-GO10  
Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)  
BookLink

### **Lesson 2: Living in Communities**

#### **Core Activities:**

*Key Concepts: communities, map reading*

*Key Vocabulary: community, citizen, law, grid map*

- Before reading lesson, ask students to volunteer what they already know about communities. Connect brainstorming about communities to the reading and discussing of pages 12-17.
- Discuss key vocabulary and that a community is a place where people live, work, learn and play.
- Use Reading Link: Main Idea and Details to summarize. Using a graphic organizer, create a list with the main idea and supporting details from this lesson about Carmen's neighbors.

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-Have students write 2 –3 sentences that describe the community they live in.

### **(Narrative Writing)**

-Identify different ways a person might be a good citizen.

### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, map activities, lesson review

#### **Summative:**

Lesson 2 Assessment (pages 5-8)

Idea Factory activities (pages 1-11)

Unit 1 Assessment

### **Extensions:**

-Have students make a list of people who help make their community a better place to live.

Have students discuss the reasons why these people are helpful. Then have them write thank-you notes to these people or groups.

### **(Narrative Writing)**

-Have students draw a map showing the route they take to school each morning. Have them include as many buildings; geographic landmarks, such as woods, lakes, or rivers; and roads as they can.

### **Correctives:**

-Allow students to illustrate pictures of their community as a visual reminder.

-Using a bank grid to make a map of a playground. Student Activity Book page 7.

### **Materials:**

Social Studies textbook

Student Activity Book

Teachers' Manual

Vocabulary Activity cards 4,5,6,7

Foldables, 3-d Interactive Study Organizers

Idea Factory – Teacher Resource

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Transparencies RS1, MGS1, GO8-GO10

Blank Maps: [www.mapsofworld.com](http://www.mapsofworld.com)

Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

### **Lesson 3: Communities Large and Small**

#### **Core Activities:**

*Key Concepts: communities*

*Key Vocabulary: urban, suburban, rural*

- Connect brainstorming about communities to the reading and discussing of pgs.20-25
- Discuss key vocabulary and characteristics of urban, suburban, and rural communities.
- Use Reading Link: Main Idea and details to summarize.

#### **Assessments:**

##### **Diagnostic:**

Students' ability to identify the three kinds of communities and how they are different.

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, interpretation of concepts through illustrations, lesson review

##### **Summative:**

Lesson 3 Assessment (pages 9-12)

Idea Factory activities (pages 1-11)

#### **Materials:**

Social Studies textbook

Student Activity Book

Teachers' Manual

Vocabulary Activity Cards 8,9,10

Foldables; 3-D, Interactive Study Organizers

Idea Factory – Teacher Resource

Transparencies RS1, GO8-GO10

Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

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### **Lesson 4: Customs and Traditions**

#### **Core Activities:**

*-Key Concepts: understanding that special ways of doing things make up customs, traditions, and culture*

*-Key Vocabulary: custom, tradition, culture*

-Before reading lesson, ask students to brainstorm and make a list of all the customs and traditions they can think of.

-Connect brainstorming to the reading and discussing of pages 26-31.

-Discuss key vocabulary and how groups of people have special ways of doing things that make up their customs, traditions and cultures.

-Use Reading Link: Main Idea and Details to summarize.

#### **Assessments:**

##### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic.

Student Activity Book page 9.

Students distinguishing between a custom, tradition and culture

##### **Formative:**

Discussion, use of vocabulary terms, student writing, lesson review, organization of thoughts in graphic organizers

##### **Summative:**

Lesson 4 Assessment (pages 13-16)

Idea Factory activities (pages 1-11)

Extensions:

-Have students write 2-3 sentences about a tradition that their family follows.

##### **Extensions:**

-Have students write 2-3 sentences about a tradition that their family follows

##### **Correctives:**

-Write about some of the customs and traditions in the American culture.

(NARRATIVE WRITING)

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### **Materials:**

Social Studies textbook  
Student Activity Book  
Vocabulary Activity Cards: 11, 12, 13  
Foldables; 3-D, Interactive Study Organizers  
Teachers' Manual  
Idea Factory – Teacher Resource  
Transparencies RS1, GO8-GO10  
Printable Graphic Organizers  
[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

### **Lesson 5: People Help Communities**

#### **Core Activities:**

*-Key Concepts: different types of people make up a community*

*-Key Vocabulary: inventor, scientist*

-Before reading lesson, begin a discussion with students asking how people contribute to communities.

- Connect group discussion to the reading and discussing of pages 32-35.

-Discuss key vocabulary and the many types of people who contribute to their community.

-Use Reading Link: Main Idea and Details to summarize.

#### **Assessments:**

##### **Diagnostic:**

Evaluate students' responses in building background discussion.

##### **Formative:**

Discussion, use of vocabulary terms, student writing, lesson review, organization of thoughts in graphic organizer

##### **Summative:**

Lesson 5 Assessment (pages 17-20)

Idea Factory activities (pages 1-11)

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### **Extensions:**

-Have students write 2-3 sentences about a person who helps a community. Draw a picture of that person in a community setting. Allow students to share their writing with the class.  
(Narrative Writing)

### **Correctives:**

-Student Activity Book page 10

### **Materials:**

Social Studies textbook  
Student Activity Book  
Vocabulary Activity Cards: 14,15  
Foldables; 3-D Interactive Study Organizers  
Teachers' Manual  
Idea Factory – Teacher Resource  
Transparencies RS1, GO8-GO10  
Printable Graphic Organizers  
[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

### **End of Unit 1**

#### *Core Activities:*

*End of Unit Review and Assessment*

*Big Idea Video Program Unit 1*

*BookLink*

*EXPOSITORY WRITING – “How do we live together?”*

*NARRATIVE WRITING – “What makes up a family?”*

*NARRATIVE WRITING – “What is special about my community?”*

*NARRATIVE WRITING – What are some of the customs and traditions in America?*

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**Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: Culture: We Live Together

Textbook ISBN #: 0-02-151344-9

Textbook Publisher & Year of Publication: Macmillan/MCGRAW HILL 2009

Curriculum Textbook is utilized in (title of course): Social Studies

Please complete one sheet for each primary textbook.

## DELAWARE VALLEY SCHOOL DISTRICT

### Unit:

**Unit Two Exploring Earth**

### Time Range in Days:

**Seven Weeks**

### **Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

### **Standards Addressed:**

(Number Only- See Appendix for Description)

5.2.2.B, 5.1.2.E,

7.4.2.A, 7.1.2.A, 7.1.2.B, 7.2.2.A, 7.2.2.B, 7.3.2.A,

### **Reading Standards:**

CC1.1.2D, CC1.1.2E, CC1.2.2A, CC1.2.2B, CC1.2.2C, CC1.2.2E, CC1.2.2F, CC1.2.2G, CC1.2.2I, CC1.2.2L, CC1.3.2B, CC1.4.2A, CC1.4.2C, CC1.4.2D, CC1.4.2F, CC1.4.2H, CC1.4.2I, CC1.4.2L, CC1.4.2M, CC1.4.2U, CC1.4.2V, CC1.5.2A, CC1.5.2B, CC1.5.2E, CC1.5.2F

**Overview:** Describe location by community, state, country, and continent. Our location can include many different landforms, climates, and natural resources. Land development can change the environment in our location.

**Focus Question(s):** How do we find out about places on Earth?

**Goals:** Students will learn how to find places on Earth

### **Objectives:**

Students will be able to discuss how we use location for many purposes. (DOK2)

Students will be able to differentiate between absolute and relative location. (DOK3)

Students will be able to identify the connections between state, country, continent, and world.(DOK1)

Students will be able to point out their state, country and continent on a map and globe.(DOK1)

Students will be able to demonstrate how to use a flow chart. (DOK2)

Students will be able to define each landform found in the United States. (DOK1)

Students will be able to identify the differences between each landform found in the United States. (DOK1)

Students will be able to define each body of water found in the United States. (DOK1)



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Students will be able to identify the differences between each body of water found in the United States. (DOK1)

Students will be able to identify the different types of landforms and water using a landform map.(DOK1)

Students will be able to describe the features of the four seasons. (DOK2)

Students will be able to describe the effects of dangerous weather. (DOK2)

Students will be able to identify examples of natural resources. (DOK1)

Students will be able to identify how people can help protect the environment. (DOK1)

Students will be able to show how people can conserve our natural resources. (DOK2)

Students will be able to identify ways we have changed the Earth. (DOK1)

Students will be able to explain why we must take care of the Earth to preserve our natural resources.(DOK2)

Students will be able to explain the importance of reduce, reuse and recycle. (DOK)

### **Unit 2 Building Background:**

Using the visual preview on pages 2,3, have students do a brainstorming activity in which they list ways of finding out about places on Earth.

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: First All About Location**

##### **Core Activities:**

*-Key Concepts: location is where something is*

*-Key Vocabulary: location*

-Discuss how to describe where items are in your home.

-Connect discussion about location to the reading and discussing of pages 4-7.

-Discuss key vocabulary and the two types of location: absolute and relative

-Use Reading Link: Summarize information about absolute location.

##### **Assessments:**

##### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, lesson review, student activity book

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### **Summative:**

- Lesson 1 Assessment (pages 22-25)
- Idea Factory activities (pages 12-23)

### **Extensions:**

- Have students explain one way to tell the location of their desk as well as other items in the classroom.

### **Correctives:**

- Have students write 2-3 sentences to summarize the information about absolute location.
- Student Activity Book page 12.

### **Materials:**

- Social Studies textbook
- Student Activity Book
- Teachers' Manual
- Foldables; 3-D Interactive Study Organizers
- Idea Factory – Teacher Resource
- Transparencies RS2, GO14, GO15
- Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)
- BookLink
- Oral Language Card: 3
- Vocabulary Activity Cards: 19

### **Lesson 2: Where We Live**

#### **Core Activities:**

- Key Concepts: connections between state, country, continent, and world; using a flow chart*
- Key Vocabulary: state, country, border, continent, flow chart*
- Use pictures on pages 8-11 to access prior knowledge by reinforcing the meaning of “location.”
- Discuss key vocabulary and the connection between state, country, continent, and world.
- Connect whole group discussion to the reading of pgs.8-15.
- Recognize that flow charts are an important type of graphic organizer.
- Use Reading Link: Summarize information about where Lana lives.
- Write 2-3 sentences to summarize where Lana lives.

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### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and ability to use and interpret a flow chart.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizer, lesson review

#### **Summative:**

Lesson 2 Assessment (pages 26-29)

Idea Factory activities (pages 12-23)

#### **Extensions:**

-Have students sketch an outline map of their state. Brainstorm with the students the types of information they should put on their maps (such as cities, water bodies, landforms, national parks).

#### **Correctives:**

-Using a flow chart, have students name the community they live in; name of their state; the name of their country and the continent they live on.

#### **Materials:**

-Student Activity Book pages 13.

Social Studies textbook

Vocabulary Activity Cards 17,18,19,20,21

Student Activity Book

Teachers' Manual

Foldables; 3-D, Interactive Study Organizers

Internet

Idea Factory – Teacher Resource

Transparencies RS2, Map4, Map7, GO14, GO15

Printable Graphic Organizers

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### **Lesson 3: Land and Water**

#### **Core Activities:**

- Key Concepts: *types of landforms and different bodies of water*
  - Key Vocabulary: *desert, landform, valley, plain, island, peninsula, river, lake, hill, landform map*
  - Preview pictures on pages 16-25 to access prior knowledge.
  - Discuss key vocabulary and the difference between landforms and different bodies of water in the United States.
  - Connect discussion to the reading of pages 16-25.
  - Use Reading Link: Summarize the information on the landforms on pages 20-21.
- Have children create a map of an imaginary place with at least four different landforms. Include details, including mountains, rivers, and lakes as well as a name for the place. Write a paragraph about "My Favorite Place." (NARRATIVE WRITING)
- Have children color a map showing landforms and water. (Landform Map) Student Activity Book page 15.

#### **Assessments:**

##### **Diagnostic:**

Students' participation and description of the different types of landforms as well as bodies of water.

Successful map completion

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, map activities, lesson review

##### **Summative:**

Lesson 3 Assessment (pages 26-29)

Idea Factory activities (pages 12-23)

##### **Extensions:**

- Post a large outline map of the United States on the wall. Have students locate as many land and water forms in the United States as they can. Invite them to draw the landform or write the name on the outline map. Continue until all the major land and water forms have been located.
- Have students label a physical map of the U.S.

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-Have students review the pictures and text in this lesson. Invite the students to draw pictures of the many ways people have changed the Earth.

-Have students brainstorm ways we can protect our Earth. Invite the students to create a message with a picture on "Children Can Help Protect Our Earth"

### **Correctives:**

-Have students write a question about each section and trade with a partner upon completion of reading lesson.

Student Activity Book page 14.

### **Materials:**

Social Studies textbook

Student Activity Book

Teacher's Manual

Vocabulary Activity Cards 22-31

Foldables; 3-D, Interactive Study Organizers

Idea Factory – Teacher Resource

Transparencies RS2, MGS2, Map8, GO14, GO15

Printable Graphic Organizers

[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

Wall Maps

Blank Maps: [www.mapsofworld.com](http://www.mapsofworld.com)

### **Lesson 4: All About Weather**

#### **Core Activities:**

*-Key Concepts: different kinds of weather and four different seasons*

*-Key Vocabulary: season*

-Ask students to describe activities they do in the winter, summer, spring and fall. Make a class chart of all the activities.

-Discuss what makes the seasons different.

-Discuss key vocabulary and the different seasons.

-Use Reading Link: Main Idea and Details to organize information about the four seasons.

-Using the organizer, have students write 2-3 sentences summarizing the differences in the seasons.

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### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and descriptions of the four seasons and the three types of storms.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizer, student writing, lesson review

#### **Summative:**

Lesson 4 Assessment (pages 34-37)  
Idea Factory activities (pages 12-23)

#### **Extensions:**

- Using page 29 as a guide, invite students to divide a piece of paper into fourths and draw the picture of each tree. Then ask them to draw themselves under each tree participating in an activity for that season. Have students include as many details as they can.
- Using the Internet have students write a report on one of the three kinds of storms and present to class.

#### **Correctives:**

- Allow students to write a question about each season and the three kinds of storm and trade with a partner upon completion of reading lesson.
- Student Activity Book page 16.

#### **Materials:**

Social Studies textbook  
Vocabulary Activity Card: 32  
Student Activity Book  
Teachers' Manual  
Idea Factory – Teacher Resource  
Transparencies RS2, GO14. GO15  
Foldables; 3-D, Interactive Study Organizers  
Internet  
Printable Graphic Organizers

## DELAWARE VALLEY SCHOOL DISTRICT

### **Lesson 5 Earth's Resources**

#### **Core Activities:**

- Key Concepts: *the use and protection of our natural resources*
- Key Vocabulary: *natural resource*
- Using the visual on page 32, have students discuss what they think of when they look at the picture.
- Discuss key vocabulary and how a natural resource is something in nature that people use.
- Connect students' thoughts about natural resources to the reading and discussing of pages 32-37.
- After reading page 37, have students write a persuasive paragraph to persuade people to respect nature.
- Use Reading Link to help students organize their information on natural resources to write 2-3 sentences summarizing the ways we use natural resources.

#### **Assessments:**

##### **Diagnostic:**

Brainstorming Web: Students' participation and ability to identifying different kinds of natural resources.

##### **Formative:**

Discussion, use of vocabulary terms, organization of thoughts in graphic organizers, lesson review

##### **Summative:**

Lesson 5 Assessment (pages 38-41)  
Idea Factory activities (pages 12-23)

##### **Extensions:**

- Using books and the Internet, have children find out what agency is in charge of natural resources.
- As a class, write a letter to the agency asking about your state's efforts to protect natural resources.
- Divide the class into small groups and have each group develop a skit showing how they would make a good decision about protecting nature.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Correctives:**

- Brainstorming Web: Students' participation and adherence to topic.
- Student Activity Book page 17.

### **Materials:**

Social Studies textbook  
Vocabulary Activity Card: 33  
Student Activity Book  
Teachers' Manual  
Foldables, 3-D, Interactive Study Organizers  
Idea Factory – Teacher Resource  
Transparencies RS2, GO7  
Internet  
Printable Graphic Organizers

### **Lesson 6 We Change Earth**

#### **Core Activities:**

- Key Concepts: how we change the Earth and we can also preserve it*
  - Key Vocabulary: crops, reduce, reuse, recycle*
  - Before reading lesson, begin a discussion with students asking how people have changed the land.
  - Discuss key vocabulary and how we change the Earth and how we can also preserve it while reading pages 38-43.
- Using the pictures and text in the lesson as a guide, have students brainstorm ways we can protect our Earth.

#### **Assessments:**

##### **Diagnostic:**

Brainstorming Web: Students' participation and adherence to topic.

##### **Formative:**

Discussion, use of vocabulary terms, organization of thoughts in graphic organizers, lesson review, student writing



## DELAWARE VALLEY SCHOOL DISTRICT

### **Summative:**

Lesson 6 Assessment (pages 42-45)

Idea Factory activities (pages 12-23)

### **Extensions:**

-Have students write a poem about caring for nature.

### **Correctives:**

-Have students draw a picture of one way to protect nature. -Identify ways we can reduce, reuse and recycle items. -Brainstorming Web: Students' participation and adherence to topic. - Student Activity Book page 18

### **Materials:**

Social Studies textbook

Oral Language Cards 4

Vocabulary Activity Cards: 34-3 Oral Language Card: 4

Student Activity Book Teachers' Manual Foldables; 3-D,

Interactive Study Organizers I

Idea Factory – Teacher Resource

Transparencies RS2, GO14, GO15

Printable Graphic Organizers

[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

Internet

DELAWARE VALLEY SCHOOL DISTRICT

**Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: People and Places Geography

Textbook ISBN #: 0-02-152400-9

Textbook Publisher & Year of Publication: Macmillan/MCGRAW HILL 2009

Curriculum Textbook is utilized in (title of course): Social Studies

Please complete one sheet for each primary textbook.

**Unit:**

**Time Range in Days:**

## DELAWARE VALLEY SCHOOL DISTRICT

### Unit Three Long Ago and Today

Seven Weeks

#### Standard(s):

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

#### Standards Addressed:

5.4.2.C, 5.4.2.D, 5.4.2.E, 5.3.2.H, 5.3.2.I, 5.3.2.L, 5.4.2.A, 5.3.2.B, 5.3.2.E, 5.3.2.F, 5.2.2.B, 5.2.2.C, 7.1.2.A, 8.2.2.D, 8.4.2.B, 8.1.2.A, 8.1.2.B, 8.1.2.C, 8.2.2.A, 8.2.2.B

#### Reading Standards:

CC1.1.2D, CC1.1.2E, CC1.2.2A, CC1.2.2B, CC1.2.2C, CC1.2.2E, CC1.2.2F, CC1.2.2G, CC1.2.2I, CC1.2.2L, CC1.3.2B, CC1.4.2A, CC1.4.2C, CC1.4.2D, CC1.4.2F, CC1.4.2H, CC1.4.2I, CC1.4.2L, CC1.4.2L, CC1.4.2M, CC1.4.2U, CC1.4.2V, CC1.5.2A, CC1.5.2B, CC1.5.2E, CC1.5.2F

**Overview:** Our country has grown over time. People once lived on farms and grew their own food and made their own clothing. Native Americans were living here first. Then came Spanish settlers, English, and Pilgrims, who formed the thirteen colonies. After the colonies got their independence, pioneers started moving west. Civil war broke between the states because of slavery.

#### Focus Question(s):

**How did people from long ago make a difference?**

**Goals: Students will learn how people long ago made a difference for today.**

#### Objectives:

Students will be able to explain the differences between life long ago and life today. (DOK2)

Students will be able to compare and contrast the transportation today and long ago.(DOK3)

Students will be able to compare and contrast how people communicate today and long ago. (DOK3)

Students will be able to identify the different groups that settled in America. (DOK1)

Students will be able to synthesize how life would have been different for the Pilgrims if Squanto had not helped them. (DOK4)

Students will be able to demonstrate on how to use a map scale. (DOK2)

Students will be able to explain why settlers left England. (DOK2)

## DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to explain why Paul Revere was an American hero. (DOK2)
- Students will be able to compare King George and President Washington. (DOK3)
- Students will be able to explain why the Declaration of Independence is so important to the country. (DOK2)
- Students will be able to explain why the United States has a president instead of a king. (DOK2)
- Students will be able to discuss why settlers (pioneers) began to move west. (DOK1)
- Students will be able to use a Venn diagram to show how travelling for the pioneers was different from travel today. (DOK3)
- Students will be able to explain how pioneers made a difference. (DOK1)
- Students will be able to explain the conflict of the Civil War. (DOK2)
- Students will be able to explain why Harriet Tubman was called "brave." (DOK1)
- Students will be able to discuss the Underground Railroad. (DOK1)
- Students will be able to explain their point of view on why everyone should be free. (DOK3)

### **Unit 3 Building Background:**

Using pages 1-3, read with students about people, places, and events to access prior knowledge regarding early American heroes.

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: Communities Then and Now**

##### **Core Activities:**

- Key Concepts: *differences between life long ago and life today*
- Key Vocabulary: *past, transportation, communication*
- Direct students' attention to the photo on page 4 and ask what the people are doing in the picture.
- Discuss key vocabulary and how our community was different long ago while reading pages 4-9.
- Use Reading Link: Compare and contrast the transportation today and long ago.
- Use the leveled reader "A Midnight Ride" to understand a fictional text about Paul Revere's ride. -List how life was different in America before and after the American Revolution using a Venn diagram.

##### **Assessments:**

##### **Diagnostic:**

Brainstorming Web: Students' connections between building background activity to small group reading of leveled reader.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, lesson review

### **Summative:**

Lesson 1 Assessment (pages 47-50)  
Idea Factory activities (pages 24-35)

### **Extensions:**

- Discuss why many people considered Paul Revere to be a hero. Have students write a paragraph telling whether they think he was a hero and why they feel that way.
- Using pages 6-7 as a guide, have students draw pictures of what a car or airplane might look like in 2050.
- Read aloud a book about the Pony Express showing and discussing the pictures. Have students draw a picture of a Pony Express rider carrying the mail. Write a paragraph about the dangers the rider might face.

### **Correctives:**

- Have students write about a specific piece of information they learned about transportation and communication long ago.
- Student Activity Book page 20

### **Materials and Resources:**

Student Activity Book  
Foldables; 3-D, Interactive Study Organizers  
BookLink  
Teachers' Manual  
Vocabulary Activity Cards: 38,39,40  
Idea Factory – Teacher Resource  
Transparencies RS3, Map1, GO14, GO15

## DELAWARE VALLEY SCHOOL DISTRICT

### **Lesson 2: Early Americans**

#### **Core Activities:**

- Key Concepts: *different groups that settled in different areas*
- Key Vocabulary: *Native American, settler, Pilgrim, colony, map scale*
- Direct students' attention to page 10 and discuss how does this community look similar/different to yours.
- Discuss key vocabulary.
- Use Reading Link: Compare and contrast the settlers of St. Augustine and the settlers of Plymouth.
- Direct students' attention to the map scale on page 17. Assist students in figuring the distance between two places.

#### **Assessments:**

##### **Diagnostic:**

Students' participation and prior knowledge of Native Americans and Pilgrims  
Students' ability to use a map scale.

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, partner questioning, lesson review, student activity book

##### **Summative:**

Lesson 2 Assessment (pages 51-54)  
Idea Factory activities (pages 24-35)

##### **Extensions:**

- Organize the class into two groups. Have the groups choose to be either the Spanish settlers or the Pilgrims. Each group will write a story about what it was like to meet Native Americans and how they helped them. EXPOSITORY WRITING
- Have students' look at the map on page 7 and to imagine that they are going on a trip to Orlando. Have the students' plan a trip to three cities located on the map.

##### **Correctives:**

- Have students write a sentence for each of the vocabulary words in the lesson on chart paper. Block out the vocabulary word and have other students use context clues to fill in the correct word.
- Student Activity Book page 21,22.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Materials and resources:**

Student Activity Book

Teachers' Manual

Foldables; 3-D, Interactive Study Organizers

Idea Factory – Teacher Resource

Transparencies RS3, MG53, Map5, Map9, GO11

Oral Language Card: 5

Vocabulary Activity Cards: 4

Printable Graphic Organizers

### **Lesson 3: Colonies to States**

#### **Core Activities:**

-Key Concepts: *US colonies*

-Key Vocabulary: *President*

-Use pictures on pages 18-21 to access prior knowledge by describing scenes.

-Discuss key vocabulary and why settlers left England while reading pages 18-23.

-Use Reading Link: Use the graphic organizer to compare and contrast King George and George Washington. Have students' write 2-3 sentences comparing and contrasting King George and George Washington.

#### **Assessments:**

#### **Diagnostic:**

Students' participation and ability to interpret pictures.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, lesson review, student activity book

#### **Summative:**

Lesson 3 Assessment (pages 55-58)

Idea Factory activities (pages 24-35)

### **Lesson 4: Families on the Move**

#### **Core Activities:**

-Key Concepts: pioneers explored the west

-Key Vocabulary: pioneer

-Before reading lesson, begin a discussion with students asking what may have been some

## DELAWARE VALLEY SCHOOL DISTRICT

reasons that settlers began to move west.

-Discuss key vocabulary while reading pages 24-27

-Use Reading Link: Compare and contrast how traveling for the pioneers differ from traveling today.

-Have students' write a paragraph on what it would be like to travel to the West as a pioneer and

the difficulties that pioneers faced. (NARRATIVE WRITING)

### **Assessments:**

**Diagnostic:** Brainstorming Web: Students' participation and adherence to topic within question/prompt.

### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, group project, lesson review, student activity book

### **Summative:**

Lesson 4 Assessment (pages 59-62)

Idea Factory activities (pages 24-35)

### **Extensions:**

-Organize the class into groups. Tell the groups that they are going to pretend to be explorers. Have each group brainstorm about their adventure to share with class.

### **Correctives:**

-Ask students how pioneers made a difference.

-Student Activity Book page 25.

### **Materials:**

Social Studies textbook

Student Activity Book

Teachers' Manual

Idea Factory – Teacher Resource

Transparencies RS3, Map4, GO11

Printable Graphic Organizers

[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

Vocabulary Activity Cards: 47

Oral Language Card: 6



## DELAWARE VALLEY SCHOOL DISTRICT

### Lesson 5: Freedom for All

#### Core Activities:

- Key Concepts: conflict of the Civil War, interview, freedom
- Key Vocabulary: interview, slavery
- Discuss key vocabulary while reading pgs. 28-35.
- Use Reading Link: Compare and Contrast the Trail of Tears and the Underground Railroad. (Venn diagram)
- Summarize the information from the Venn diagram and have students write 2-3 sentences summarizing the similarities and differences between Native Americans' and African Americans' experiences.
- Have students' interview an older relative to learn about a family member from long ago. Write a paragraph about how that family member made a difference. Make a stick puppet of that family member. Use the puppet to read the paragraph to class.

#### Assessments:

**Diagnostic:** Brainstorming Web: Students' participation and adherence to question/prompt.

**Formative:** Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, student questioning, hands on projects, lesson review, and student activity book.

**Summative:** Lesson 5 Assessment (pages 63-66) Idea Factory activities (pages 24-35) mpt.

#### Extensions:

- Divide the class into two groups. Assign one group the Revolutionary War and the other the Civil War. Invite each group to create a poster celebrating the freedom Americans won in the war.
- On index cards, write different freedoms we share in the United States (such as free speech and religion, freedom to travel...) Divide the class into groups and give each group an index card. Ask them to brainstorm ways that the freedom on the card impacts their life. Have each group create a skit showing the freedom in their life.

#### Correctives:

- Ask students to write 2-3 sentences on why people should be free.
- Student Activity Book page 25.

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### **Materials and Resources:**

Social Studies textbook

Student Activity Book

Teachers' Manual Discussion

Idea Factory – Teacher Resource

Transparencies RS3, GO11

Internet

Group Presentation Foldables,

Interactive Study Guide

Printable Graphic Organizers [www.superteacherworksheets](http://www.superteacherworksheets)

Vocabulary Activity Cards: 48,49

### **End of Unit 3**

Core Activities:

End of Unit Review and Assessment

Big Idea video

BookLink

**DELAWARE VALLEY SCHOOL DISTRICT**

**Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: People and Places History

Textbook ISBN #: 0-02-152401-7

Textbook Publisher & Year of Publication: Macmillan/MCGRAW HILL 2009

Curriculum Textbook is utilized in (title of course): Social Studies

Please complete one sheet for each primary textbook.

## DELAWARE VALLEY SCHOOL DISTRICT

### Unit:

**Unit Four Needs and Wants**

**Time Range in Days: Seven Weeks**

### **Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

### **Standards Addressed:**

8.2.2.C, 5.4.2.E, 5.3.2.I, 5.3.2.C, 5.2.2.B, 5.2.2.D, 5.1.2.E,  
6.5.2.F, 6.5.2.G, 6.5.2.H, 6.1.2.A, 6.1.2.B, 6.2.2.A, 6.2.2.B, 6.2.2.C, 6.2.2.D, 6.2.2.E, 6.2.2.F,  
6.2.2.G, 6.3.2.A, 6.3.2.C, 6.3.2.D, 6.4.2.A, 6.4.2.C, 6.4.2.D, 6.5.2.A, 6.5.2.B, 6.5.2.C, 6.5.2.D,  
7.1.2.A,  
8.4.2.D,

### **Reading Standards:**

CC1.1.2D, CC1.1.2E, CC1.2.2A, CC1.2.2B, CC1.2.2C, CC1.2.2E, CC1.2.2F, CC1.2.2G, CC1.2.2I,  
CC1.2.2L, CC1.3.2B, CC1.4.2A, CC1.4.2C, CC1.4.2D, CC1.4.2F, CC1.4.2H, CC1.4.2I, CC1.4.2L,  
CC1.4.2L, CC1.4.2M, CC1.4.2U, CC1.4.2V, CC1.5.2A, CC1.5.2B, CC1.5.2E, CC1.5.2F

**Overview:** People have needs and wants, and will work to buy their needs and wants. There are producers and consumers. We can grow things that we need and want, and we trade with other countries to get things we can't produce.

**Focus Question(s):** How do we get the things we need and want?

**Goals:** Students will learn how we get things we need and want.

### **Objectives:**

Students will be able to explain the difference between wants and needs. (DOK1)  
Students will be able to explain that people do different jobs to earn money. (DOK1)  
Students will be able to identify that people use money to pay for needs and wants. (DOK2)  
Students will be able to discuss how people use banks to save. (DOK2)  
Students will be able to identify some areas where technology can help us. (DOK1)  
Students will be able to discuss how farmers sell their crops to buyers for money. (DOK2)  
Students will be able to explain how businesses buy goods to sell to consumers. (DOK3)  
Students will be able to interpret information on a bar graph. (DOK1)  
Students will be able to explain service jobs. (DOK1)  
Students will be able to discuss the importance for a community to have volunteers. (DOK1)

## DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to recognize that farmers use many resources to grow crops. (DOK2)
- Students will be able to recognize that farmers produce goods and other goods are made in factories. (DOK1)
- Students will be able to identify that people buy products made in other countries. (DOK2)
- Students will be able to explain why the US trades goods with other countries. (DOK3)
- Students will be able to define who producers are and who are consumers.(DOK2)
- Students will be able to analyze why consumers are important. (DOK4)
- Students will be able to show the sequence in the farm-to-market process. (DOK2)
- Students will be able to explain how to follow routes on a map.(DOK3)

### **Unit 4 Building Background:**

Using the visual preview on page 1-3, allow students to do a brainstorming activity on how we get the things we need and want.

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: Our Needs and Wants**

##### **Core Activities:**

- Key Concepts: difference between wants and needs*
- Key Vocabulary: needs, shelter, wants, scarce, save, technology*
- Discuss key vocabulary and the difference between wants and needs while reading pages 4-11.
- Use Reading Link: Compare and Contrast to help students understand the sequence from earning money to saving it to buying something.
- Using the pictures and text on pages 4-7 as a guide, have students' draw pictures of wants and needs.
- Organize the class into groups. Have groups use their pictures to create a needs-and-wants poster on which they classify the pictures as needs and wants.

##### **Assessments:**

##### **Diagnostic:**

Brainstorming Web: Students' ability to identify the difference between wants and needs.

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, lesson review, student activity book

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### **Summative:**

Lesson 1 Assessment (pages 68-71)  
Idea Factory activities (pages 36-41)

### **Extensions:**

-Using the story of Ana on pages 8-9 as a model, help children create a story about someone who had to earn money to buy something they wanted.  
-Organize the class into groups and assign each group one of these industries- medicine, automobile, toys. Help groups find out about robots in the industry.

### **Correctives:**

-Allow students to complete graphic organizers of each section to identify main ideas and details.  
-Student Activity Book page 27.

### **Materials and Resources:**

Social Studies textbook  
Student Activity Book  
Teachers' Manual  
Idea Factory – Teacher Resource  
Transparencies RS4, GO7  
Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)  
Internet  
Foldables, Interactive Study Guides  
Vocabulary Activity Cards: 50-55  
Oral Language Card: 7

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### **Lesson 2: Many Kinds of Work**

#### **Core Activities:**

- Key Concepts: *variety of jobs to earn money; interpret info. on a bar graph*
- Key Vocabulary: *service, tax, volunteer, bar graph*
- Ask students to come up with a list of jobs that people do to earn money.
- Discuss key vocabulary and how some people have service jobs and some workers are volunteers.
- Use Reading Link: Compare and contrast to help students' compare and contrast service and private company jobs.
- After discussing the different service workers that help people and communities, have students' draw a picture of one and write 2-3 sentences about their job.

#### **Assessments:**

##### **Diagnostic:**

Evaluate students' responses in building background discussion. Use of terms volunteers and service are used.

Students' ability to read a bar graph.

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, lesson review, student activity book

##### **Summative:**

Lesson 2 Assessment (pages 72-75)

Idea Factory activities (pages 36-41)

##### **Extensions:**

-Have students' brainstorm a list of volunteers in their school. Ask students to plan a "thank-you party" for the school volunteers for their contributions to the school. Have them create invitations and give them to the volunteers.

-Have students' write a paragraph on a job they would like to have when they grow up.

##### **Correctives:**

-Have students write a question about each section and assign a partner upon completion of reading lesson to discuss and complete questions.

-Student Activity Book page 28.

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### **Materials:**

Social Studies textbook

Student Activity Book

Teachers' Manual

Idea Factory – Teacher Resource

Transparencies RS4, GO7

Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

Vocabulary Activity Cards: 56-59

Oral Language Card: 8

Internet

### **Lesson 3: Goods and Trade**

#### **Core Activities:**

*-Key Concepts: producing, making and trading goods*

*-Key Vocabulary: goods, factory, trade*

-Use pictures in lesson to prompt students to make predictions and build background.

-Discuss key vocabulary and how farmers produce goods for the country.

-Use Reading Link: Use the graphic organizer to help children show the sequence from factory or farm to consumers.

-Using the visual on pages 26-27, have students discuss the importance of cooperation.

#### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' connections with illustrations in Lesson 3 to previously learned content.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, lesson review, student activity book

#### **Summative:**

Lesson 3 Assessment (pages 76-79)

Idea Factory activities (pages 36-41)



## DELAWARE VALLEY SCHOOL DISTRICT

### **Extensions:**

-Invite students to plan a fund-raiser. Have them design a poster advertising the event and include details such as the date and purpose for the fund-raiser.

### **Correctives:**

-Allow students to summarize and illustrate the information in each section of Lesson 3.  
-Student Activity Book page 29.

### **Materials:**

Social Studies textbook

Student Activity Book

Teachers' Manual

Idea Factory – Teacher Resource

Transparencies RS4, Map 14, GO7

Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

Vocabulary Activity Cards: 60-62

Foldables; Interactive Guides

### **Lesson 4: Producers and Consumers**

#### **Core Activities:**

*-Key Concepts: identifying a producer and a consumer*

*-Key Vocabulary: producer, consumer, route*

-Recall information from Unit 2 about needs and wants.

-Discuss key vocabulary and why producers and consumers are important.

-Use Reading Link: Help students understand the sequence in the farm-to-market process.

Write 2-3 sentences about how a grocery store gets many different farm products.

#### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' connection on how consumers help producers.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, use of a map, lesson review, student activity book

## DELAWARE VALLEY SCHOOL DISTRICT

### **Summative:**

Lesson 4 Assessment (pages 80-83)  
Idea Factory activities (pages 36-41)

### **Extensions:**

-Organize students into two groups. Have one-group draw pictures of 4-5 fresh fruits they can find in the store. Have the other group draw 4-5 fresh vegetables they can find in the store. Using advertising flyers from newspapers, help groups find out the price of their products.

### **Correctives:**

-Using the map on page 34, assist students to write directions for the truck from the Pumpkin Patch to the Farmer's Market,  
-Allow students to write descriptions of people who are producers and consumers to use as a review activity.  
-Student Activity Book page 30.

### **Materials:**

Social Studies textbook  
Student Activity Book  
Teachers' Manual  
Idea Factory – Teacher Resource  
Reference materials  
Group Project  
Vocabulary Activity Cards: 63-65  
Foldables; Interactive Guide  
Transparencies RS4, MGS4, GO7  
Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

### **End of Unit 4**

#### **Core Activities:**

End of Unit Review and Assessment  
Big Idea Video Program Unit 4  
NARRATIVE WRITING: How do we get the things we need and want?  
Assessments:  
Writing Rubric for narrative essay  
Unit 4 Test

**DELAWARE VALLEY SCHOOL DISTRICT**

**Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: People and Places Economics

Textbook ISBN #: 0-02-152402-5

Textbook Publisher & Year of Publication: Macmillan/MCGRAW HILL 2009

Curriculum Textbook is utilized in (title of course): Social Studies

Please complete one sheet for each primary textbook.

## DELAWARE VALLEY SCHOOL DISTRICT

### Unit:

**Unit Five How Government Works**

### Time Range in Days:

**Seven Weeks**

### **Standard(s):**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, National Standards)

### **Standards Addressed:**

5.3.2.L, 5.4.2.A, 5.3.2.A, 5.3.2.B, 5.3.2.C, 5.3.2.E, 5.2.2.B, 5.2.2.C, 5.2.2.D, 5.1.2.E, 5.1.2.F, 6.1.2.C, 7.1.2.A, 8.2.2.C, 8.2.2.D, 8.3.2.A, 8.4.2.B, 8.1.2.C, 8.2.2.A, 8.2.2.B, 8.4.2.C, 8.4.2.D

### **Reading Standards:**

CC1.1.2D, CC1.1.2E, CC1.2.2A, CC1.2.2B, CC1.2.2C, CC1.2.2E, CC1.2.2F, CC1.2.2G, CC1.2.2I, CC1.2.2L, CC1.3.2B, CC1.4.2A, CC1.4.2C, CC1.4.2D, CC1.4.2F, CC1.4.2H, CC1.4.2I, CC1.4.2L, CC1.4.2L, CC1.4.2M, CC1.4.2U, CC1.4.2V, CC1.5.2A, CC1.5.2B, CC1.5.2E, CC1.5.2F

### **Overview:**

People in our communities, states, and country choose leaders who are responsible for creating laws, making sure laws are fair, and are followed. Our countries leaders work in our capital Washington D.C. Each state has a capital where it's leaders work. These cities have important building and monuments that are significant to our history. There are important state and national symbols that represent what our country stands for.

### **Focus Question(s): How does the government work?**

**Goals: Students will learn how the government works.**

### **Objectives:**

Students will be able to explain that an elected government runs the community, state and country. (DOK3)

Students will be able to identify the causes and effects behind the writing of the Constitution (DOK2)

Students will be able to explain that government protects the rights of citizens. (DOK2)

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Students will be able to identify the three branches of government and the responsibilities of each branch. (DOK1)

Students will be able to explain the meaning of “The Pledge o Allegiance.” (DOK2)

Students will be able to describe the importance of the key American symbols. (DOK2)

Students will be able to explain that state governments also have three branches. (DOK3)

Students will be able to identify several monuments and memorials in Washington, D.C. (DOK1)

Students will be able to analyze why the President lives in Washington, D.C. (DOK1)

Students will be able to explain the usage of a diagram.(DOK2)

Students will be able to describe how the state government is organized like the federal government. (DOK4)

Students will be able to explain the role of a governor. (DOK2)

Students will be able to identify PA state symbols. (DOK3)

Students will be able to identify a compass rose and explain its usage. (DOK1)

Students will be able to identify that state and local communities provide services to citizens. (DOK3)

Students will be able to explain the role of mayor and city council. (DOK3)

Students will be able to explain that laws are made for the common good of all people. (DOK2)

Students will be able to explain the many ways that people can help their communities. (DOK2)

Students will be able to describe the importance and purpose of voting.(DOK3)

Students will be able to define the meaning of justice and how it is represented in our symbols. (DOK3)

Students will be able to identify why immigrants want to live in the United States. (DOK4)

Students will be able to identify leaders for justice. (DOK3)

### **Unit 5 Building Background:**

Using the visual preview on pages 1-3, allow students to do a brainstorming activity in which they list the words and concepts associated with the term “government.” Explain to students that Unit 5 focuses on how government works; the responsibilities of the government to its citizens and the responsibilities of the citizens to governments.

### **Core Activities and Corresponding Instructional Methods:**

#### **Lesson 1: We the People**

##### **Core Activities:**

-*Key Concepts: national government*

-Before reading lesson, ask students to volunteer what they already know about our national government and the constitution.

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- Discuss key vocabulary and key concepts of the national government while reading pages 4-9
- Use Reading Link: Use the graphic organizer to help children understand the causes and effects behind the writing of the Constitution of the United States.

### **Assessments:**

#### **Diagnostic:**

Brainstorming Web: Students' participation and ability to state the main idea of each subheading.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, creation of visual aids, lesson review, student activity book

#### **Summative:**

Lesson 1 Assessment (pages 85-88)  
Idea Factory activities (pages 48-59)

#### **Extensions:**

- After reading page 8, discuss the importance of the voting process in the United States and explaining that every vote counts. Have students design a poster encouraging citizens to vote. Include a message about why a person needs to vote.
- Discuss and share examples of political cartoons by Nast that have the donkey and elephant representing the Democratic and Republican parties. Ask students to choose one cartoon and write 2-3 sentences about it.

#### **Correctives:**

- Allow students to find pictures on the Internet and in magazines that symbolize the national government and have students describe them orally.
- Student Activity Book page 33.

#### **Materials:**

Social Studies textbook  
Student Activity Book  
Teachers' Manual  
Internet  
Idea Factory – Teacher Resource

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Transparencies RS5, GO12  
Printable Graphic Organizers

### **Lesson 2: Our Country's Government**

#### **Core Activities:**

- Key Concepts: three branches of government*
- Key Vocabulary: judge, Congress, court, Supreme Court*
- Discuss key vocabulary and the three branches of government while reading pages 10-17.
- Using the pictures and text on pages 11-13 as a guide, have students create a chart that shows the three branches of government. Under each branch, ask them to write the specific purpose of the branch of government. Encourage students to use as many pictures and details as they can.
- Use Reading Link: Assist children in identifying the cause and effect of a judge ruling a person that broke the law. Using the information, have students summarize the judge's decision.

#### **Assessments:**

#### **Diagnostic:**

Students' ability to identify the three branches of the U.S. government and the responsibilities of each branch.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, visual aid presentation, research activity, lesson review, student activity book

#### **Summative:**

Lesson 2 Assessment (pages 89-92)  
Idea Factory activities (pages 48-59)

#### **Materials:**

Social Studies textbook  
Student Activity Book  
Teachers' Manual  
Idea Factory – Teacher Resource  
Vocabulary Activity Card: 69-72  
Internet/Reference Research  
Transparencies RS5, GO12  
Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

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Oral Language Card: 9

transparencies RS2, MGS2, Map8, GO14, GO15

### **Lesson 3: Our Country's Capital**

#### **Core Activities:**

*Key Concepts: Washington D.C*

*-Key Vocabulary: capital, Capitol, diagram, monument*

-Prompt students to use the visual preview on page 18-23 to access prior knowledge about what they know about Washington D.C.

-Discuss key vocabulary and the different monuments, memorials and buildings found in Washington D.C. while reading pages 18-23.

-Use Reading Link: Cause and effect to help students explain why the President lives in Washington, DC.

-Using page 21 as a guide have students draw a diagram of their homes. Have them identify each room and the doorways to get from room to room.

#### **Assessments:**

##### **Diagnostic:**

Discussion of all the different buildings in Washington, D.C.

##### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, lesson review, project planning and completion, student activity book

##### **Summative:**

Lesson 3 Assessment (pages 93 -96)

Idea Factory activities (pages 48-59)

##### **Extensions:**

-Organize the class into groups. Ask each group to design a monument to someone they want to honor. Encourage them to add details, such as birth date, famous sayings....

##### **Correctives:**

- Have students pretend they went on a trip to Washington, D.C. Write a postcard to a friend telling about at least three things that they saw.

-Student Activity Book page 35.



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### **Materials:**

Social Studies textbook

Student Activity Book

Teachers' Manual

Idea Factory – Teacher Resource

Transparencies RS5, GO12

Internet

Vocabulary Activity Cards: 73-76

Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

### **Lesson 4: Our State Capitals**

#### **Core Activities:**

-*Key Concepts: state government; map skills*

-*Key Vocabulary: governor, compass rose*

-Inform students that the state government is organized just like the federal government with a leader, lawmakers, and judges.

-Discuss key vocabulary and how every state has its own capital as well symbols while reading pages 24-29.

-Use Reading Link: Cause and Effect to help students show the effect of special state symbols.

#### **Assessments:**

#### **Diagnostic:**

-Have students write a question about each section and trade with a partner upon completion of reading lesson.

#### **Formative:**

Discussion, use of vocabulary terms, student writing, organization of thoughts in graphic organizers, project planning and completion, lesson review, student activity book

#### **Summative:**

Lesson 4 Assessment (pages 97-100)

Idea Factory activities (pages 48-59)

#### **Extensions:**

-Organize the class into groups. Assign groups to find out about their state flag, nickname, motto, seal, flower, and bird. Have each group draw, label, and color the state items they were assigned. Create a state mural with the groups' drawings.

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- Ask students to find the state song for PA. Encourage them to learn the words and sing the song for the class.

### **Corrective**

-Allow students to tell you about the state capital and the different historical monuments and memorials located in Washington, D.C.

-Student Activity Book page 36,37.

### **Materials:**

Social Studies textbook

Student Activity Book

Teachers' Manual

Internet

Vocabulary Activity Cards: 77,78

Foldables; Graphic Organizer

Idea Factory – Teacher Resource

Transparencies RS5, GO12

Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

### **Lesson 5: Community Government**

#### **Core Activities:**

*-Key Concepts: community government*

*-Key Vocabulary: mayor*

-Discuss with students how a community government is like the national government.

-Discuss key vocabulary and how community government manages community concerns and laws while reading pages 32-35.

-Use Reading Link: Cause and Effect to help students describe how to change a city law. Using the organizer have students write 2-3 sentences summarizing the cause and effect.

#### **Assessments:**

#### **Diagnostic:**

-Discussion of local government from visual preview.

-Discussion on how a city council can benefit a community.

#### **Formative:**

Discussion, student writing, use of vocabulary terms, organization of thoughts in graphic organizers, lesson review, student activity book

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### **Summative:**

Lesson 5 Assessment (pages 101-104)

Idea Factory activities (pages 48-59)

### **Extensions:**

-Encourage students to write a letter to a community leader about a concern/problem they have in their community. Ask him/her to solve the problem.

-Invite a local government official to speak to the class.

### **Correctives:**

-Have students write about a specific piece of information they learned about local government.

-Student Activity Book page 37.

### **Materials:**

Social Studies textbook

Student Activity Book

Teachers' Manual

Idea Factory – Teacher Resource

Transparencies RS5, GO1

Discussion

Printable Graphic Organizers [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

### **Lesson 6: Justice for All**

#### **Core Activities:**

*-Key Concepts: immigration; justice for all*

*-Key Vocabulary: justice, immigrant*

-Before reading lesson, direct students' attention to the photo on page 36 and to make a prediction what they think this lesson is about.

-Discuss key vocabulary and why we pledge our allegiance to the flag while reading pages 36-43.

-Use Reading Link: Cause and Effect to help students show the causes and effects of immigrants coming to America.

-Ask students to make a drawing of their thoughts when they say the Pledge of Allegiance. Have students share and explain their pictures.

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### **Assessments:**

#### **Diagnostic:**

- Discussion of the meaning of The Pledge of Allegiance.
- Discuss/Retell a specific piece of information they learned about freedom fighters in the lesson.

#### **Formative:**

Discussion, student writing, organization of thoughts in graphic organizers, lesson review, student activity book

#### **Summative:**

Lesson 6 Assessment (pages 105-108)  
Idea Factory activities (pages 48-59)

#### **Extensions:**

- Using the pictures and text on pages 38-40 as a guide, have students pretend to see the Statue of Liberty for the first time as they are arriving on a boat to Ellis Island from a foreign country. Have students write letters to their friends back home describing the Statue and the trip to the United States on a boat.
- Using the pictures and text on pages 40-41 as a guide, have children pretend they are working with Susan B. Anthony and Elizabeth Cady Stanton to change things for the better. Organize the class into groups. Have the groups brainstorm something they would like to change and then create a poster for their "cause."

#### **Corrective**

- Allow students to pick a name of the people mentioned in this lesson and write about the actions the person did to become noteworthy.
- Student Activity Book page 39.

#### **Materials:**

Social Studies text  
Student Activity Book  
Teachers' Manual  
Idea Factory – Teacher Resource  
Transparencies RS5, GO12  
Vocabulary Activity Cards: 80,81

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Foldables; Graphic Organizers

Oral Language Cards: 10

Internet

### **End of Unit 5**

Core Activities:

End of Unit Review and Assessment

Big Idea Video Program, Lesson 5

BookLink

Assessments:

Unit 5 Test

**DELAWARE VALLEY SCHOOL DISTRICT**

**Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: Culture: People and Places Government

Textbook ISBN #: 0-02-152403-3

Textbook Publisher & Year of Publication: Macmillan/MCGRAW HILL 2009

Curriculum Textbook is utilized in (title of course): Social Studies

Please complete one sheet for each primary textbook.

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**Appendix**

Social Studies Standards:

(Civics and Government, History, Economics, Geography)

<http://www.pdesas.org/Standard/View#>

Reading Standards:

<http://www.pdesas.org/Standard/View#>

**DELAWARE VALLEY SCHOOL DISTRICT**

**Checklist to Complete and Submit with Curriculum:**

- \_\_\_\_\_ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website
  
- \_\_\_\_\_ Hard copies of all supplemental resources not available electronically
  
- \_\_\_\_\_ The primary textbook form(s)
  
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
  
- \_\_\_\_\_ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_