

GRADE TWO

FAMILIES

GEOGRAPHY SKILLS

HELPERS

SOCIAL STUDIES SKILLS

NEIGHBORS

LIFE LONG AGO

GOVERNMENT

WORK

ENVIRONMENT

RULES



Social Studies Skills: 6.1

*Social Studies Skills need to be used throughout the study of the units and across the curriculum.

Reading Skills	Writing Skills	Map and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <input type="checkbox"/> Main Idea and Details <input type="checkbox"/> Retell stories <input type="checkbox"/> Compare and contrast Information <input type="checkbox"/> Classify/Categorize <input type="checkbox"/> Recite poems <input type="checkbox"/> Use illustrations <input type="checkbox"/> Picture Walks <input type="checkbox"/> Predictions <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Sequence: Past, Present, Future; 1st, 2nd, 3rd, <input type="checkbox"/> First, Next, Last <input type="checkbox"/> Vocabulary Word Walls for social studies <input type="checkbox"/> Choral Reading <input type="checkbox"/> Internet Child friendly sites – materials, activities <input type="checkbox"/> Electronic Atlas <input type="checkbox"/> Electronic Encyclopedia <input type="checkbox"/> Dramatize historical events 	<ul style="list-style-type: none"> <input type="checkbox"/> Topic Books – final project presented using technology tools <input type="checkbox"/> Friendly Letter <input type="checkbox"/> Letter to the Editor <input type="checkbox"/> Pen Pals - electronic <input type="checkbox"/> Personal Glossary Picture Book – alphabetical order <input type="checkbox"/> Shared Writing <input type="checkbox"/> Write four sentences <input type="checkbox"/> Write narrative accounts <input type="checkbox"/> Write persuasive letters <input type="checkbox"/> Write descriptive paragraphs – four sentences <input type="checkbox"/> Journal and Diary writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Map title <input type="checkbox"/> Map keys <input type="checkbox"/> Picture maps <input type="checkbox"/> Map of neighborhood <input type="checkbox"/> Map of town/city <input type="checkbox"/> Map of State <input type="checkbox"/> Map of the 50 States <input type="checkbox"/> Map of North America <input type="checkbox"/> Map of the World <input type="checkbox"/> History Map <input type="checkbox"/> Political Maps <input type="checkbox"/> Locator Maps <input type="checkbox"/> Landform map 	<ul style="list-style-type: none"> <input type="checkbox"/> Picture graphs <input type="checkbox"/> Bar graphs <input type="checkbox"/> Flow chart <input type="checkbox"/> Pie Chart <input type="checkbox"/> Line Graph <input type="checkbox"/> Information charts - e.g. jobs in the neighborhood, school and neighborhood helpers, jobs at home <input type="checkbox"/> KWL Charts <input type="checkbox"/> Create a Chart - organize information 	<ul style="list-style-type: none"> <input type="checkbox"/> Read temperatures - Fahrenheit <input type="checkbox"/> Read calendar <input type="checkbox"/> Timelines <input type="checkbox"/> Diagrams <p style="text-align: center;">(How to Make a Time Line and Timelines through history http://www.socialstudiesforkids.com/)</p>

UNIT ONE: LIVING IN THE NEIGHBORHOOD

OUTCOMES	VOCABULARY	RESOURCES
<p><u>History 6.4 (Culture)</u></p> <p><u>Families</u></p> <p><input type="checkbox"/> Describe your family’s history through three generations</p> <p><input type="checkbox"/> Interview family members about their lives as children...school, play, dress...</p> <p><input type="checkbox"/> Compare family life today with long ago – shelter, food, housing, work</p> <p><input type="checkbox"/> Describe the kind of activities families from long ago did together and compare them with family activities today</p> <p><input type="checkbox"/> Share stories of responsibilities your grandparents had as children and with those responsibilities you have today</p> <p><input type="checkbox"/> Describe some customs that families celebrate throughout the year that are rooted in their culture</p> <p><input type="checkbox"/> Describe community celebrations from different cultures as they happen throughout the year</p> <p><u>Coming to America</u></p> <p><input type="checkbox"/> Explain that the United States is a diverse nation and one of the many nations in the world</p> <p><input type="checkbox"/> Describe families have roots in many parts of our world.</p>	<p style="text-align: center;">Generation</p> <p style="text-align: center;">Interview</p> <p style="text-align: center;">Long ago</p> <p style="text-align: center;">Activities</p> <p style="text-align: center;">Responsibilities</p> <p style="text-align: center;">Customs</p> <p style="text-align: center;">Culture</p> <p style="text-align: center;">Community celebrations</p> <p style="text-align: center;">Diverse Nation</p> <p style="text-align: center;">Roots</p>	<p>It is expected that Social Studies in the primary grades be taught through an abundance of literature: <u>Fiction, non-fiction and poetry.</u></p> <p>Social Studies should be <u>integrated</u> into the reading classes and the religion classes.</p> <p>It is expected that Social Studies is taught by the use of <u>interviews, site visits, software, music and art, artifacts, photographs</u></p> <p>It is expected that Social Studies is taught by using some of the vast resources on the <u>Internet</u></p> <p>It is expected that Social Studies is taught by the use of <u>individual and small group project, Webquests...</u></p> <p style="text-align: center;">Textbooks</p> <p>Macmillan/McGraw Hill: People and Places 2009</p> <p>Scott Foresman: People and Places –2008</p> <p>Harcourt: About My Community – 2007</p> <p>Houghton Mifflin Neighborhoods - 2008</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>History 6.4 (Culture)</u></p> <p><u>Coming to America</u></p> <p><input type="checkbox"/> Synthesize interview with parents and relatives about the reasons they came to America</p> <p><input type="checkbox"/> Assess what life must have been like for relatives when they first came to America</p> <p><u>School Families Today and Yesterday</u></p> <p><input type="checkbox"/> Propose a problem that children might meet in the classroom. With your small group list some solutions for the problem. Decide on the best solution.</p> <p><input type="checkbox"/> Demonstrate rules that are part of the daily life at school. Give reasons for the rules.</p> <p><input type="checkbox"/> Study <i>pictures</i> of your school today and when it first opened. Compare and contrast your school today with what it was like in the past.</p> <p><input type="checkbox"/> Summarize important information that you learned through an <i>Internet</i> search about Grade Two classes on another continent.</p>	<p>Reasons America</p> <p>Problem Solution</p> <p>Rules</p> <p>Pictures Photographs Sketch</p> <p>Another continent</p>	<p>Provide Materials for the students' projects:</p> <p>Wall murals Scrapbooks My Family's Customs Book Mobile Interview templates</p> <p>Begin to teach the students how to use the wealth of resources available for understanding our global world:</p> <p>Electronic Atlas Electronic encyclopedias e.g. www.sfsocialstudies.com</p> <p>Important Site for Social Studies Teachers: National Council of Social Studies Teachers: http://www.socialstudies.org</p> <p>Begin to make use of the incredible primary documents of your neighborhood from your county historical society e.g. http://resources.rootsweb.com/usa/NJ/Middlesex/</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>History 6.4 (Culture)</u></p> <p><u>Neighborhoods Today and Yesterday</u></p> <p><input type="checkbox"/> Compare and contrast life today in an ethnic neighborhood in New Jersey (Chinatown, Little Italy...)</p> <p><input type="checkbox"/> Compare the lives of children in an urban neighborhood, a rural neighborhood and a suburban neighborhood <i>in this country</i></p> <p><input type="checkbox"/> Compare life in your neighborhood today with that of a neighborhood in another part of our country</p> <p><input type="checkbox"/> Compare and contrast lives of children in environments that are extreme from New Jersey. (Island community, Far North...)</p> <p><u>Neighborhood Helpers</u></p> <p><input type="checkbox"/> Describe organizations in the neighborhood that help people in need.</p> <p><input type="checkbox"/> Retell stories of local heroes/heroines who have had a good influence on the community.</p>	<p>Ethnic Urban Rural Suburban</p> <p>Environment Extreme Climates</p> <p>Neighborhood Organizations</p> <p>Local hero Local heroine</p>	<p>Excellent site for activities: www.socialstudiesforkids.com</p> <p>These are excellent sites for lessons, pictures, activities http://www.kent.k12.wa.us/curriculum/soc_studies/ele/elementary.htm</p> <p>http://www.glc.k12.ga.us/seqlps/sudisplay.asp?SUID=269</p> <p>http://classroom.jc-schools.net/basic/socst.html</p> <p>Webquest: Neighborhoods</p> <p>http://www.eiu.edu/~readctr/800WebQuests/Nowak%20Web/index.htm</p> <p>New Jersey History Museum</p> <p>http://www.censusfinder.com/new-jersey-historical-museums.htm</p>

UNIT TWO: WHERE IN THE WORLD

OUTCOMES	VOCABULARY	RESOURCES
<p style="text-align: center;"><u>Geography 6.6</u></p> <p><u>Location: Maps and Globe</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the globe as a model of the Earth <input type="checkbox"/> Understand that maps are different representations of the Earth <input type="checkbox"/> Read map title and map symbols on maps <input type="checkbox"/> Use simple map color keys to find places in the neighborhood <input type="checkbox"/> Use a map grid to find sites on a picture map <input type="checkbox"/> Use a map scale to determine distance on a picture map <input type="checkbox"/> Understand that the Earth is made up of different landforms and bodies of water <input type="checkbox"/> Explore simple picture maps to identify the location of places in the classroom and in the school and neighborhood <input type="checkbox"/> Explore map to locate your town/city <input type="checkbox"/> Locate New Jersey and the United States on a map and globe <input type="checkbox"/> Show where the border line is for the United States – Canada and Mexico 	<p>Address Globe Map Picture Map Map symbols Map color keys</p> <p>Map grid Map scale</p> <p>Earth</p> <p>State New Jersey</p> <p>Country United States</p> <p>Border line of a country</p>	<p>Great site for money projects:</p> <p>http://www.extension.umn.edu/distribution/youthdevelopment/DA6116.html</p> <p>Games for Social Studies: Economic</p> <p>http://www.socialstudiesforkids.com/subjects</p> <p>Webquest: Economy</p> <p>http://www.moneyinstructor.com/elementary.asp</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Geography 6.6</u></p> <p><u>Location: Maps and Globe</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Locate the seven continents of the world <input type="checkbox"/> Locate the four oceans of the world on a map and globe <input type="checkbox"/> Locate the North and South Pole on a globe <input type="checkbox"/> Understand the connection between your town/city; state, country, continent, Earth <p><u>Location: Maps and Globes</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between land and water on globes and maps <input type="checkbox"/> Demonstrate the cardinal directions of North, South, East, West <input type="checkbox"/> Use the compass rose to find site on a picture map 	<p><u>Continents</u></p> <p>North America South America Europe Africa Asia Australia Antarctica</p> <p><u>Oceans</u></p> <p>Atlantic Pacific India Arctic</p> <p>North Pole South Pole</p> <p>Compass rose</p> <p>Cardinal directions North, South, East, West</p>	<p>Webquests</p> <p>What is a webquest? An inquiry-oriented activity in which most or all of the information used by students is online. By providing links necessary to complete the project</p> <p>BUILDING BLOCKS OF A WEBQUEST</p> <ol style="list-style-type: none"> 1. Introduction 2. Task 3. Process 4. Resources 5. Evaluation 6. Conclusion <p>For a full explanation of Webquests for elementary students do yourself a favor and read from the ‘father of the webquest’ what exactly they are all about.</p> <p>Bernie Dodge, San Diego State University</p> <p>http://webquest.sdsu.edu/about_webquests.html</p> <p>Best Webquests</p> <p>http://eduscapes.com/sessions/travel/k3webquests.htm</p>


OUTCOMES	VOCABULARY	RESOURCES
<p><u>Geography 6.6</u></p> <p><u>Weather and Climate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Give examples of seasonal weather changes in your community <input type="checkbox"/> Identify and describe the weather and climate of your community <input type="checkbox"/> Illustrate how climate affects the way people live – clothing, play... <input type="checkbox"/> Explain how climate, location and physical surroundings affect everyday life and work <input type="checkbox"/> Identify different types of dangerous weather in the United States <input type="checkbox"/> Describe how natural hazards affect people’s lives <p><u>Landforms</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Find the different landforms that can be located on a map and globe <p><u>Waterforms</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Find the different waterforms that can be located on a map and globe 	<p style="text-align: center;"> Summer Fall - <u>Autumn</u> Winter Spring </p> <p style="text-align: center;"> Hot Cold Warm Rain Snow </p> <p style="text-align: center;"> Thunderstorms Hurricanes Tornadoes Blizzard </p> <p style="text-align: center;"> <u>Landforms</u> Hill Valley Plains Mountains </p> <p style="text-align: center;"> Peninsula (e.g. Sandy Hook, NJ) Island – (e.g. Long Beach Island, NJ) Desert (e.g. Arizona) </p> <p style="text-align: center;"> <u>Waterforms</u> Oceans Rivers Lakes </p>	<p style="text-align: center;">Virtual Field Trips – New Jersey Resources</p> <p style="text-align: center;"> New Jersey Kids page http://www.state.nj.us/hangout_nj/ </p> <p style="text-align: center;"> State of New Jersey Government Site http://www.state.nj.us/ </p> <p style="text-align: center;"> New Jersey State Museum http://www.state.nj.us/state/museum/ </p> <p style="text-align: center;"> US Equestrian Team Headquarters http://www.uset.com/ </p> <p style="text-align: center;"> New Jersey Balloon Festival http://balloonfestival.com </p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Geography 6.6</u></p> <p><u>Natural Resource</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify natural resources in your communities of choice <input type="checkbox"/> Identify the uses and reuses of natural resources in your communities <input type="checkbox"/> Demonstrate how you can wisely care of the Earth <input type="checkbox"/> Give examples of renewal and non-renewal natural resources in your communities of choice <input type="checkbox"/> Identify the ways that protecting natural resources can help animals <input type="checkbox"/> Describe how pesticides can hurt animals and plants <input type="checkbox"/> Formulate questions to a Conservation Organization in New Jersey about the consequences of too much land clearing for building <input type="checkbox"/> Retell stories of local organizations that care for the land <input type="checkbox"/> Create a slogan for local conservation <input type="checkbox"/> Compose a poem for Earth Day April 22 <p><u>New Jersey Catholic School Students Go Green:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Make a chart showing how you are caring for our Earth. 	<p>Natural Resources</p> <p>Use of Resources Reuse of Resources</p> <p>Non-renewal resources: Water Air Oil Gas Coal Minerals</p> <p>Renewal Resources:</p> <p>Trees Plants</p> <p>Pesticides</p> <p>Care of the Earth</p> <p>Conservation Pollution</p> <p><u>Environment</u> Reuse Recycle Reduce</p>	<p>Great resource for geography games:</p> <p>http://www.iknowthat.com</p> <p>Children’s resource for current events:</p> <p>http://www.newscurrents.com</p> <p>Conservation in New Jersey http://www.nj Audubon.org/Conservation/</p> <p>Geography games http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php</p>


UNIT THREE: MY COMMUNITY – MY SAFETY


OUTCOMES	VOCABULARY	RESOURCES
<p style="text-align: center;"><u>Civics 6.2</u></p> <p><u>Rules and Laws</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that there are safety reasons for having rules at home and at school and in the neighborhood <input type="checkbox"/> Give examples of rules in school that ensure your safety <input type="checkbox"/> Demonstrate safety while in the school building <input type="checkbox"/> Demonstrate the consequences of not following rules <input type="checkbox"/> Understand that rules in the neighborhood are called laws <p><u>Responsibilities:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that family members, friends and classmates can teach us how to act responsibility <input type="checkbox"/> Understand that we have many leaders who have different responsibilities in our school and neighborhood <p><u>Government – Local</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Experience a classroom campaign for classroom helpers. Describe the selection process for candidates and their ‘parties’, the campaign, the voting, the election. <input type="checkbox"/> Interview your local government officials – mayor and or council members. Explain how they were elected, their parties, campaign, and results. Summarize their job descriptions. 	<p style="text-align: center;"> Rules Authority Safety Consequences Laws </p> <p style="text-align: center;"> Responsibility Leaders </p> <p style="text-align: center;"> Principal Pastor </p> <p style="text-align: center;"> Campaign Candidate Party Voting Election </p> <p style="text-align: center;"> Mayor Council Members </p>	<p style="text-align: center;"> Teacher Resource of Merit – The materials you can get at PBS – Teachers – are very good. </p> <p style="text-align: center;"> http://www.pbs.org/teachers/socialstudies/ </p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Civics 6.2</u> <u>Government – State</u></p> <p><input type="checkbox"/> Compose a letter to the Governor of New Jersey in Trenton. asking about his job description.</p> <p><input type="checkbox"/> Describe the job description of the New Jersey Legislature – New Jersey General Assembly and the New Jersey Senate</p> <p><u>Government – National</u></p> <p><input type="checkbox"/> Understand that the Constitution of the United States is our plan for good government.</p> <p><input type="checkbox"/> Describe the job description of our president</p> <p><input type="checkbox"/> Describe the job description of the United States Legislature – the House of Representatives and the United States Senators</p> <p><input type="checkbox"/> Describe the job description of the United States Supreme Court</p> <p><u>Rights - Citizens</u></p> <p><input type="checkbox"/> Retell stories of brave women freedom seekers in our national history. Describe their contribution to our society.</p> <p><input type="checkbox"/> Describe the different rights you and family members have in your home family, school family, community family</p> <p><input type="checkbox"/> Explain that a citizen is a member of a country</p> <p><input type="checkbox"/> Demonstrate ways you can be a responsible citizens</p> <p><input type="checkbox"/> Explain the reason why we vote</p>	<p>Governor New Jersey Legislature General Assembly Senate</p> <p>Trenton Capitol</p> <p>President United States Legislature House of Representatives Unite States Senate</p> <p>Judges Chief Judge</p> <p>Washington Capitol</p> <p>Rosa Park Elizabeth Cady Stanton Susan B. Anthony</p> <p>Be: Respectful, caring, and responsible. Be fair, honest and show courage.</p>	<p>Primary Resources on the Constitution</p> <p>http://www.usconstitution.net</p> <p>This is a great ‘hangout’ for New Jersey students: http://www.state.nj.us/hangout_nj/</p> <p>New Jersey Legislature for elementary students: http://www.njleg.state.nj.us/kids/index.asp</p> <p>Post pictures of the mayor, governor, president in your classroom</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Symbols of our Country:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify memorials, monuments and building connected to our American Identity. <input type="checkbox"/> Understand some of the symbols that represent the United States: <input type="checkbox"/> Identify the motto of the United States <p><u>Holidays</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the holidays we celebrate as a nation <input type="checkbox"/> Describe neighborhood celebrations <input type="checkbox"/> Retell stories of the First Thanksgiving with the Native American and the Pilgrims <input type="checkbox"/> Retell stories about Martin Luther King, Jr. “I Have a Dream” <p><u>Music</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sing the song America <input type="checkbox"/> Sing The Star Spangled Banner – Our National Anthem <input type="checkbox"/> Sing the song Yankee Doodle <input type="checkbox"/> Sing the song America the Beautiful <input type="checkbox"/> Sing the song You’re a Grand Old Flag <p><u>Art</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Study the art of Grandma Moses (Anna Mary Robertson Moses) <input type="checkbox"/> Study the art and architecture of Maya Lin 	<p><u>National Landmarks</u> Washington Monument Jefferson Memorial Lincoln Memorial Mount Rushmore Capitol Building</p> <p><u>Symbols</u> Pledge of Allegiance Flag Stars and Stripes Bald eagle Presidential Seal Liberty Bell Uncle Sam U.S. Currency</p> <p style="text-align: center;">“In God We Trust Celebrate Flag Day – June 14</p> <p style="background-color: #e0e0e0; padding: 5px;">Throughout the school year through stories, songs, rituals and videos celebrate each and every national holiday – with meaning.</p> <p>National Holidays: Memorial Day, July 4th Labor Day, Columbus Day, Veterans’ Day, Thanksgiving , Martin Luther King, Jr. Day, Presidents’ Day</p> <p>Cinco de Mayo May Day Black History Month Chinese New Year Kwanzaa Thanksgiving, Native Americans, Pilgrims</p>	<p style="text-align: center;">Thanksgiving Webquest:</p> <p style="text-align: center;">http://www.osbornnet.org/mon/w ebquests/thanksgivingwebquest. htm</p> <p style="text-align: center;">Webquest on the Pilgrims http://si.unm.edu/loslunas_2001/ asmith/asmith_wq/WEBQUEST.H TM</p> <p style="text-align: center;">American Artists</p> <p style="text-align: center;">http://www.artcyclopedia.com/na tionalities/American.html</p> <p style="text-align: center;">Grandma Moses</p>  <p style="text-align: center;">Artifacts of Native Americans – cooking tools, clothing...</p> <p style="text-align: center;">Use <u>primary documents</u> for flags, presidents, events, holidays....</p> <p style="text-align: center;">http://www.multied.com/documents/in dex.html</p>

UNIT FOUR: MY COMMUNITY – MY RESOURCES

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Economics 6.5</u></p> <p><u>Wants and Needs:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe ways that families meet basic human needs <input type="checkbox"/> Contrast wants and needs in your life and the life of your family <input type="checkbox"/> Explain how people fulfill wants and needs <input type="checkbox"/> Identify examples of people wanting more than they can have <input type="checkbox"/> Explain the words ‘opportunity cost’ with examples from your life. <input type="checkbox"/> Explain what would happen if our needs and wants were greater than our natural resources <p><u>Spending and Saving</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain why wanting more than they can have requires that people make choices <input type="checkbox"/> Explain the difference between saving and earning money <input type="checkbox"/> Describe the ways that people save money in different ways 	<p style="text-align: center;">Wants Needs</p> <p style="text-align: center;">Opportunity cost</p> <p>Opportunity cost is the cost incurred (sacrifice) by choosing one option over the next best alternative (which may be equally desired). Thus, opportunity cost is the cost of pursuing one choice instead of another. Every action has an opportunity cost. For example, someone who invests \$10,000 in a <u>stock</u> denies oneself the <u>interest</u> that one can easily earn by leaving the \$10,000 dollars in a <u>bank account</u> instead. Opportunity cost is not restricted to monetary or financial costs: lost time, pleasure or any other benefit that provides <u>utility</u> should also be considered.</p> <p style="text-align: center;">Choices Saving Earning</p> <p style="text-align: center;">Goods Services Exchange Trade</p>	<p>Great site for money projects:</p> <p>http://www.extension.umn.edu/distribution/youthdevelopment/DA6116.html</p> <p>Games for Social Studies: Economic</p> <p>http://www.socialstudiesforkids.com/subjects</p> <p>Webquest: Economy</p> <p>http://www.moneyinstructor.com/elementary.asp</p> <div style="text-align: center;">  </div>

OUTCOMES	VOCABULARY	RESOURCES
<p><u>Economics 6.5</u></p> <p><u>Goods and Services</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish the difference between producers and consumers <input type="checkbox"/> Explain the process of getting farm goods to the city/town <input type="checkbox"/> Identify examples of choices families make when buying goods and services <input type="checkbox"/> Identify examples of goods and services in the home, school and community <input type="checkbox"/> Identify ways people exchange goods and services <input type="checkbox"/> Identify the role of markets in the exchange of goods and services <input type="checkbox"/> Retell stories of leaders/organizers for the farm laborers <input type="checkbox"/> Give examples of goods we receive from places around the world <p><u>Jobs:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Design a brochure showing the different jobs people do in your neighborhood <input type="checkbox"/> Describe the requirements of various jobs and the characteristics of a job well-performed 	<p>Producer Consumer</p> <p>Markets Factories Farming</p> <p>Crops Orchards</p> <p>Labor Organizers Cesar Chavez</p> <p>Some Examples: Florist Scientist Chef Doctor/nurse Police officer Fire Fighter Teacher Lawyer Mail Carrier</p> <p>Service volunteer</p>	<p>Site for: Farm Families</p> <p>http://42explore.com/farming.htm</p> <p>Farm Page for Students</p> <p>http://www.agr.state.il.us/kidspage/index.html</p> <p>http://www.kidsfarm.com/wheredo.htm</p> <p>Farming Around the World</p> <p>http://www.benicia.k12.ca.us/henderson/fawproject.htm</p> 

SOCIAL STUDIES STANDARDS: STRATEGIES AND ASSESSMENTS

	RECALL/ COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESES	EVALUATION
WORD	Read/Listen/Respond: Literature on all genres – fiction, non-fiction and poetry about topics in social studies	Perform: Puppet show about life in the neighborhood	Discern: Exaggerations about life in the neighborhood	Compose: Song about your neighborhood	Survey: Rate your community parks, library, shopping mall, and cleanliness of streets...
LOGIC	Bar Graph: Temperatures during the different seasons	Case Study: Heating our homes today and in the distant past	Categorize: Crops based on different environments	Create: Budget for your real allowance	Debate: Needs and Wants
PICTURE	Collage: Goods and Services	Stick Figures: Service Providers	Compare jobs in town and jobs in the rural areas	Create: A service job for the future	Rate: Most important service job
BODY	Role Play: A classroom problem and come up with the best solution for all classmates	Mock Trial: Hear the case of a classroom problem	Discuss: Ways to solve classroom problems	List: Pros and Cons of solutions to problems suggested	Decide: Best solution to classroom problems
MUSIC	Listen to patriotic songs and discuss your understanding of the meaning of the words	Record: Your understanding of the meaning of the patriotic songs	Compose: New words to an old song. Theme – your neighborhood	Compose a new patriotic song	Evaluate: The new patriotic song
PEOPLE	Discuss: Role of president, governor, mayor	Game: Who am I? President, Governor, Mayor	Chart: Questions you will ask the mayor about your neighborhood	Mural: Our Leaders Help Us	Investigate; Ask parents, neighbors and teachers about their favorite president. Ask why
SELF	Journal: Description of governor or mayor or president	Write: Reactions to books/photos about the country	Question: Ask parents what they liked about their parents	Imagine: What your life would be like if ____	Conclude: What is an ideal neighborhood