

Managed Curriculum



Second Grade Social Studies

2011-2012 School Year



John White, RSD Superintendent

The 2011-2012 Managed Curriculum

GLEs	LCC Unit	Objectives	Vocabulary	Teacher Note/Harcourt Text / Suggested Resource
		<p>Establishing Effective Management Practices</p> <p><i>Opening of School Activities</i></p> <ul style="list-style-type: none"> • Pretest of GLEs (using Pre-Assessment from Harcourt series) • Culture Building – Establishing Routines Class Procedures Student Expectations • Student Friendly GLEs – Posted in Student Binders (Check List) and Class Poster • Goal Setting - Prescriptive Planning • Set Up Student Portfolios – Students’ Portfolio to include: <ul style="list-style-type: none"> ○ Writing Samples, ○ Student Projects ○ Assessments: Formative and Summative ○ GLE Accountabilities: Graphic organizers and other evidence 	<p>Use games to enforce Vocabulary words such as:</p> <p>“Jeopardy”</p> <p>“Are you smarter than a 5th grader?”</p> <p>“Wheel of Fortune”</p> <p>See images on desktop</p>	<p>Teacher Note: Develop classroom rules with students.</p> <p>Practice routine with students and include content specific lessons.</p> <p>Suggested Resources:</p> <p>“Champs” “Harry Wong: First Days of School”</p>

Unit 1: Aspects of a Community: Its History
5 Weeks

Unit Description:

The focus of this unit is to study the history of the local community past and present through personal timelines and varied sources of historical information.

Guiding Questions

1. Can students discuss who lives in the community now and who lived here in the past?
2. Can students describe how the people and the community have changed over time?
3. Can students describe how people changed their environment and how the environment affects the people?

GLEs	LCC Unit	Objectives	Vocabulary	Harcourt Text / Suggested Resource
10, 45	1	<p>Students will:</p> <ul style="list-style-type: none"> • Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time • Develop a personal timeline 	time line, change, community, calendar, pollution, environment, respect	<p><u>GLE 10:</u> Text: 26-9, 148-51 Activity Book, pp. 8, 56</p> <p><u>GLE 45:</u> Text, pp. 220-1, Reading & Test Prep, p. 53 Timelinks Timeline Overhead Transparency 5-1</p> <p>LCC Activity 2, 4, 5 (GLE 10); 1 (GLE 45)</p>
46, 47, 48	1	<p>Students will:</p> <ul style="list-style-type: none"> • Identify similarities and differences in communities over time • Identify sources where historical information can be found and how that information can be used • Locate general areas on maps and globes referenced in historical stories and legends 	similar / different, history, information, source, cemetery, statue, arch, fountain, map, globe, continent	<p><u>GLE 46:</u> Text: p. 222, Reading & Test Prep, p. 3; 10-12 Activity Book: pp. 8, 56</p> <p><u>GLE 47:</u> Text: p. 228-34, 1-3 Reading & Test Prep, p. 19, Activity Book: p. 40</p> <p><u>GLE 48:</u> Text: pp. 120-7, 200-1, 242-3 Activity Book: p. 30-1,</p>

				<p>Timelinks Timeline Overhead Transparency 5-4 Atlas</p> <p>LCC Activity 2, 4, 5, 6, 7 (GLE 46); 3, 5, 6 (GLE 47); 6, 8 (GLE 48)</p>
46, 47, 48	1	<p>Students will:</p> <ul style="list-style-type: none"> Identify similarities and differences in communities over time Identify sources where historical information can be found and how that information can be used Locate general areas on maps and globes referenced in historical stories and legends 	<p>similar / different, history, information, source, cemetery, statue, arch, fountain, map, globe, continent</p>	<p><u>GLE 46:</u> Text: p. 222, Reading & Test Prep, p. 3; 10-12 Activity Book: pp. 8, 56</p> <p><u>GLE 47:</u> Text: p. 228-34, 1-3 Reading & Test Prep, p. 19, Activity Book: p. 40</p> <p><u>GLE 48:</u> Text: pp. 120-7, 200-1, 242-3 Activity Book: p. 30-1,</p> <p>Timelinks Timeline Overhead Transparency 5-4 atlas</p> <p>LCC Activity 2, 4, 5, 6, 7 (GLE 46); 3, 5, 6 (GLE 47); 6, 8 (GLE 48)</p>
49, 50	1	<p>Students will:</p> <ul style="list-style-type: none"> Compare and contrast the student's daily life to that of parents, grandparents, and/or guardians Identify and describe the significance of various community landmarks and symbols 	<p>guardian, retired, settlement, landmark, region, area, monument, gravestone, statue, arch, fountain, symbol, community</p>	<p><u>GLE 50:</u> Text, pp. 74-9, 12-17 Reading & Test Prep, p. 3</p> <p>LCC Activity 2 (GLE 49); 8 (GLE 50)</p>
10, 45-50	1	Re-teaching or Review Unit 1	Review key vocabulary words from previous weeks	<p>LCC Activity 2, 4, 5 (GLE 10); 1 (GLE 45); 2, 4, 5, 6, (GLE 46); 3, 5, 6 (GLE 47); 6, 8 (GLE 48) ; 2 (GLE 49); 8 (GLE 50)</p>

Teacher Reflection on Content Mastery

Can students

- discuss who lives in the community now and who lived here in the past?
- describe how the people and the community have changed over time?
- describe how people changed their environment and how the environment affects the people?

Unit 2: Aspects of Community: It's Geography

7 Weeks

Unit Description:

The focus of this unit is to study the geography of the local community. It explores the impact of human beings on the physical environment, as well as the impact of geography on the human environment. The unit employs numerous tools, including globes and maps.

Guiding Questions:

1. Can students use cardinal directions to locate places on maps and globes?
2. Can students describe the physical characteristics of the community?
3. Can students describe the human characteristics of the community?
4. Can students explain how the physical environment satisfies basic needs?
5. Can students describe the impact of climate on the vegetation of the local community?

GLEs	LCC Unit	Objectives	Vocabulary	Harcourt Text / Suggested Resource
1, 2, 3, 4, 5, 6	2	<p>Students will:</p> <ul style="list-style-type: none"> • Interpret a diagram • Describe basic characteristics of maps and globes • Use cardinal directions to locate places on maps and places in the classroom, school, and community • Identify geographical features in the local region • Construct a bar graph to represent given geographical information • Sketch a simple map related to the classroom, school, or community 	diagram, symbol, map key, direction, scale, desert, peninsula, gulf, island, lake, ocean, valley, hill, mountain range, river, stream, forest	<p><u>GLE 1:</u> Text, pp. 256-7, 250, Activity Book: 35, 45</p> <p><u>GLE 2:</u> Text: p 24, 122-6, 146, 304, A12</p> <p><u>GLE 3 and GLE 4:</u> Text: p. 176, Activity Book, pp. 6, 7, 29, 30, Reading & Test Prep, p. 31 Overhead Transparency 1-3</p> <p><u>GLE 5:</u> Text: p. 184</p> <p><u>GLE 6:</u> Text: 19</p> <p>LCC Activity 2 (GLE 1); 1, 2, 3 (GLE 2); 1, 3, 5, 13 (GLE 3); 5 (GLE 4); 8, 11 (GLE 5); 1, 7 (GLE 6)</p>
1, 2, 3, 4, 5, 6	2	<p>Students will:</p> <ul style="list-style-type: none"> • Interpret a diagram • Describe basic characteristics of maps and globes • Use cardinal directions to locate places on maps and places in the classroom, school, and community 	diagram, symbol, map key, direction, scale, desert, peninsula, gulf, island, lake, ocean, valley, hill, mountain range, river, stream,	<p><u>GLE 1:</u> Text, pp. 256-7, 250, Activity Book: 35, 45</p> <p><u>GLE 2:</u> Text: p 24, 122-6, 146, 304, A12</p>

		<ul style="list-style-type: none"> Identify geographical features in the local region Construct a bar graph to represent given geographical information Sketch a simple map related to the classroom, school, or community (mental map) 	forest	<p>GLE 3 and GLE 4: Text: p. 176, Activity Book, pp. 6, 7, 29, 30, Reading & Test Prep, p. 31 Overhead Transparency 1-3</p> <p>GLE 5: Text: p. 184</p> <p>GLE 6: Text: 19</p> <p>LCC Activity 2 (GLE 1); 1, 2, 3 (GLE 2); 1, 3, 5, 13 (GLE 3); 5 (GLE 4); 8, 11 (GLE 5); 1, 7 (GLE 6)</p>
7, 8, 9, 10	2	<p>Students will:</p> <ul style="list-style-type: none"> Describe how location, weather, and physical environment affect where and how people live Identify examples of various landforms (e.g., continents, islands) Identify the human characteristics of the local community Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time 	weather, climate, harsh, citizen, role, vegetation, surround, hurricane, tornado, severe, language, religion, temple, mosque, worship	<p>GLE 7: Text, pp. 26-9 Activity Book, pp. 34</p> <p>GLE 8: Text: A12</p> <p>GLE 9: Text, pp. 128-51</p> <p>GLE 10: Text, pp.128-51, 168-9</p> <p>Activity Book, pp. 8</p> <p>LCC Activity 7, 10, 12, 13 (GLE 7); 3, 4 (GLE 8); 7, 8 (GLE 9); 7, 10 (GLE 10)</p>
7, 8, 9, 10	2	<p>Students will:</p> <ul style="list-style-type: none"> Describe how location, weather, and physical environment affect where and how people live Identify examples of various landforms (e.g., continents, islands) Identify the human characteristics of the local community Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time 	weather, climate, harsh, citizen, role, vegetation, surround, hurricane, tornado, severe, language, religion, temple, mosque, worship	<p>GLE 7: Text, pp. 26-9 Activity Book, pp. 34</p> <p>GLE 8: Text: A12</p> <p>GLE 9: Text, pp. 128-51</p> <p>GLE 10: Text, pp.128-51, 168-9</p> <p>Activity Book, pp. 8</p> <p>LCC Activity 7, 10, 12, 13 (GLE 7); 3, 4 (GLE 8); 7, 8 (GLE 9); 7, 10 (GLE 10)</p>

11, 12, 13, 14, 15, 37	2	<p>Students will:</p> <ul style="list-style-type: none"> • Describe how climate affects the vegetation in the community • Identify the types of settlement and patterns of land use in the local community • Identify simple demographics of a local region (e.g., mostly factory workers) • Identify ways of making a living within the community • Explain ways in which people in the local community depend on the physical environment to satisfy basic needs • Describe the role of weather, land, and water resources in food production over time 	income, salary, freeze, drought, climate, harvest, consumer, career, wage earner, service worker, goods / service, bank, volunteer, fertile, natural resource, production, industry, tourism	<p><u>GLE 11:</u> climate: http://www.weatherwizkids.com/climate.htm & http://www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=x-cl158400a&article_id=163&chapter_id=4&chapter_title=Environment&article_title=Climate</p> <p><u>GLE 12:</u> Text. 128-35</p> <p><u>GLE 13:</u> Text, pp. 280-3 demographics: http://factfinder.census.gov/home/en/kids/funfacts/louisiana.html</p> <p><u>GLE 14:</u> Text, pp. 265-71</p> <p><u>GLE 15:</u> Text. 128-35</p> <p><u>GLE 37:</u> Text p. 286-9</p> <p>LCC Activity 6 (GLE 11); 9 (GLE 12); 11 (GLE 13); 10 (GLE 14); 6, 12, 13 (GLE 15); 6, 12 (GLE 37)</p>
11, 12, 13, 14, 15, 37	2	<p>Students will:</p> <ul style="list-style-type: none"> • Describe how climate affects the vegetation in the community • Identify the types of settlement and patterns of land use in the local community • Identify simple demographics of a local region (e.g., mostly factory workers) • Identify ways of making a living within the community 	income, salary, freeze, drought, climate, harvest, consumer, career, wage earner, service worker, goods / service, bank, volunteer, fertile, natural resource, production, industry, tourism	<p><u>GLE 11:</u> climate: http://www.weatherwizkids.com/climate.htm & http://www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=x-cl158400a&article_id=163&chapter_id=4&chapter_title=Environment&article_title=Climate</p> <p><u>GLE 12:</u> Text. 128-35</p>

		<ul style="list-style-type: none"> • Explain ways in which people in the local community depend on the physical environment to satisfy basic needs • Describe the role of weather, land, and water resources in food production over time 		<p>GLE 13: Text, pp. 280-3 demographics: http://factfinder.census.gov/home/en/kids/funfacts/louisiana.html</p> <p>GLE 14: Text, pp. 265-71</p> <p>GLE 15: Text. 128-35</p> <p>GLE 37: Text p. 286-9</p> <p>LCC Activity 6 (GLE 11); 9 (GLE 12); 11 (GLE 13); 10 (GLE 14); 6, 12, 13 (GLE 15); 6, 12 (GLE 37)</p>
1-15; 37		Re-teaching or Review Unit 2	Review key vocabulary words from previous weeks	<p>LCC Activity 2 (GLE 1); 1, 2, 3 (GLE 2); 1, 3, 5, 13 (GLE 3); 5 (GLE 4); 8, 11 (GLE 5); 1, 7 (GLE 6)</p> <p>LCC Activity 7, 10, 12, 13 (GLE 7); 3, 4 (GLE 8); 7, 8 (GLE 9); 7, 10 (GLE 10)</p> <p>LCC Activity 6 (GLE 11); 9 (GLE 12); 11 (GLE 13); 10 (GLE 14); 6, 12, 13 (GLE 15); 6, 12 (GLE 37)</p>

Teacher Reflection of Content Mastery

Can students

- use cardinal directions to locate places on maps and globes?
- describe the physical characteristics of the community?
- describe the human characteristics of the community?
- explain how the physical environment satisfies basic needs?
- describe the impact of climate on the vegetation of the local community?

Unit 3: Aspects of a Community: Its Government
6 Weeks

Unit Description:

The focus of this unit is to study the government of the local community by exploring the functions of local government, the importance of laws, and the roles of key government officials.

Guiding Questions:

1. Can students explain why we need local government?
2. Can students explain who is in charge of our community?
3. Can students explain how our community is governed?

GLEs	LCC Unit	Objectives	Vocabulary	Harcourt Text / Suggested Resource
16, 17	3	<p>Students will:</p> <ul style="list-style-type: none"> • Identify local community and parish laws, and the persons responsible for making and enforcing them • Identify the necessity of local government and how it helps meet the basic needs of society 	judge, rule / law, mayor, governor, president, government, society, enforce, responsible	<p><u>GLE 16:</u> Text, pp. 47-9, 52-4 Activity Book, pp. 13, Reading & Test Prep Book, pp. 14, 16, 19</p> <p><u>GLE 17:</u> Text, pp. 60-7 Activity Book, pp. 13</p> <p>LCC Activity 1, 2, 6 (GLE 16); 2, 3, 4, 6 (GLE 17)</p>
16, 17	3	<p>Students will:</p> <ul style="list-style-type: none"> • Identify local community and parish laws, and the persons responsible for making and enforcing them • Identify the necessity of local government and how it helps meet the basic needs of society 	judge, rule / law, mayor, governor, president, government, society, enforce, responsible	<p><u>GLE 16:</u> Text, pp. 47-9, 52-4 Activity Book, pp. 13, Reading & Test Prep Book, pp. 14, 16, 19</p> <p><u>GLE 17:</u> Text, pp. 60-7 Activity Book, pp. 13</p> <p>LCC Activity 1, 2, 6 (GLE 16); 2, 3, 4, 6 (GLE 17)</p>
18, 19	3	<p>Students will:</p> <ul style="list-style-type: none"> • Describe major responsibilities of local government • Identify key government positions at the local level, their powers, and limits on their powers 	judge, rule / law, mayor, governor, president, government, society, enforce, responsible	<p><u>GLE 18:</u> Text, pp. 47-9, 52-4 Activity Book, pp. 20 Reading & Test Prep Book, pp. 14, 16, 19</p>

				<p><u>GLE 19:</u> Text, pp. 60-7 Activity Book, pp. 13</p> <p>LCC Activity 2, 3, 5, 6, 9 (GLE 18, 19)</p>
20, 43	3	<p>Students will:</p> <ul style="list-style-type: none"> • Explain how government officials at the local level are elected • Identify goods and services provided by the local government 	<p>producer, consumer, scarce, election, vote, majority, campaign speech, campaign ad</p>	<p><u>GLE 20:</u> Text: pp 60-3, 94 Activity Book, p. 17 Transparency Set 2-2</p> <p><u>GLE 43:</u> Text, pp. 272-85</p> <p>LCC Activity 7, 8, 9 (GLE 20); 4, 6 (GLE 43)</p>
20, 43	3	<p>Students will:</p> <ul style="list-style-type: none"> • Explain how government officials at the local level are elected • Identify goods and services provided by the local government 	<p>producer, consumer, scarce, election, vote, majority, campaign speech, campaign ad</p>	<p><u>GLE 20:</u> Text: pp 60-3, 94 Activity Book, p. 17 Transparency Set 2-2</p> <p><u>GLE 43:</u> Text, pp. 272-85</p> <p>LCC Activity 7, 8, 9 (GLE 20); 4, 6 (GLE 43)</p>
16-20; 43	3	Re-teaching or Review Unit 3	Review key vocabulary words from previous weeks	<p>LCC Activity 1, 2, 3, 4, 5, 6 (GLE 16, 17, and 43); 7, 8, 9, (GLE 20)</p>

Teacher Reflection on Content Mastery

Can students

- explain why we need local government?
- explain who is in charge of our community?
- explain how our community is governed?

Unit 4: Aspects of a Community: Its Citizens
5 Weeks

Unit Description:

The focus of this unit is to study the diversity of the population of the local community by examining the student's role in the school community. The unit explores the importance of having rules and how citizens help leaders solve problems.

Guiding Questions:

1. Can students explain what it means to be a good citizen at school and in the community?
2. Can students explain why we need rules?
3. Can students define the meaning of the term community citizen?
4. Can students explain the elements of fair play, good sportsmanship, and respect for the rights and opinions of others?

GLEs	LCC Unit	Objectives	Vocabulary	Harcourt Text / Suggested Resource
21, 22, 23, 24	4	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the need/purpose/importance of having rules in the school, community, and society • Explain how citizens help leaders in a community solve problems • Define the meaning of the term <i>community citizen</i> • Identify examples of responsible citizenship in the school and community settings 	justice, public service, order, society, volunteer, litter, graffiti	<p><u>GLE 21:</u> Text, pp. 17 Activity Book, p. 13</p> <p><u>GLE 22:</u> Text, pp. 50, 62, 82-7,</p> <p><u>GLE 23:</u> Text, pp. 9 Reading & Test Prep, pp. 14, 16</p> <p><u>GLE 24:</u> Text, pp. 82-7 Reading & Test Prep, pp. 14, 16</p> <p>LCC Activity 1, 2, 9 (GLE 21); 3, 9, 10 (GLE 22); 4, 5, 6, 7, 8 (GLE 23); 3, 4, 5, 6, 8 (GLE 24)</p>
21, 22, 23, 24	4	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the need/purpose/importance of having rules in the school, community, and society • Explain how citizens help leaders in a community solve problems • Define the meaning of the term <i>community citizen</i> • Identify examples of responsible citizenship in the school and community settings 	justice, public service, order, society, volunteer, litter, graffiti	<p><u>GLE 21:</u> Text, pp. 17 Activity Book, p. 13</p> <p><u>GLE 22:</u> Text, pp. 50, 62, 82-7,</p> <p><u>GLE 23:</u> Text, pp. 9 Reading & Test Prep, pp. 14, 16</p>

				<p>GLE 24: Text, pp. 82-7 Reading & Test Prep, pp. 14, 16</p> <p>LCC Activity 1, 2, 9 (GLE 21); 3, 9, 10 (GLE 22); 4, 5, 6, 7, 8 (GLE 23); 3, 4, 5, 6, 8 (GLE 24)</p>
25, 26, 28	4	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules • Describe actions individuals or groups may take to improve their community • Identify a community issue and describe how good citizenship can help solve the problem 	patriotism, fair play, sportsmanship, trash talk, showboat, unselfishness, respect for authority, authority figure, citizenship	<p>GLE 25 Text, pp. 73-4,</p> <p>GLE 26 Text, pp. 73-4, 82-7, 50</p> <p>GLE 28 Text, pp. 152</p> <p>LCC Activity 3, 4, 5, 6, 7, 8 (GLE 25); 3, 8, 9, 10 (GLE 26); 3, 8, 9, 10 (GLE 28)</p>
25, 26, 28	4	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules • Describe actions individuals or groups may take to improve their community • Identify a community issue and describe how good citizenship can help solve the problem 	patriotism, fair play, sportsmanship, trash talk, showboat, unselfishness, respect for authority, authority figure, citizenship	<p>GLE 25 Text, pp. 73-4,</p> <p>GLE 26 Text, pp. 73-4, 82-7, 50</p> <p>GLE 28 Text, pp. 152</p> <p>LCC Activity 3, 4, 5, 6, 7, 8 (GLE 25); 3, 8, 9, 10 (GLE 26); 3, 8, 9, 10 (GLE 28)</p>
21, 22, 23, 24, 25, 26, 28	4	Re-teaching or Review Unit 4	Review key vocabulary words from previous weeks	<p>LCC Activity 1, 2, 3, 4, 5, 6, 7, 8 (GLE 23, 24, and 25) 9 (GLE 21), 10 (GLE 22, 26 and 28)</p>

Teacher Reflection on Content Mastery

Can students

- explain what it means to be a good citizen at school and in the community?
- explain why we need rules?
- define the meaning of the term community citizen?
- explain the elements of fair play, good sportsmanship, and respect for the rights and opinions of others?

Unit 5: Aspects of a Community: Its Economy
8 Weeks

Unit Description:

The focus of this unit is to study the local economy by examining basic human needs and ways of making a living in the local community, and exploring the roles of producer and consumer. The concepts of *scarcity*, *resources*, *economic choices*, *production*, *consumption*, *goods*, *services*, and *economic institution* are defined and illustrated.

Guiding Questions:

1. Can students describe basic needs and how we meet them?
2. Can students describe who provides goods and services?
3. Can students describe the roles of farmers, processors, and distributors in production and consumption?
4. Can students identify the bank as a local economic institution?
5. Can students identify a consumer and producer and their roles in the community?
6. Can students describe ways in which resources are used?

GLEs	LCC Unit	Objectives	Vocabulary	Harcourt Text / Suggested Resource
14, 29, 30, 31, 32	5	<p>Students will:</p> <ul style="list-style-type: none"> • Identify ways of making a living within the community • Explain how basic human needs of food, clothing, and shelter can be met • Identify examples of scarcity in the local community • Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents) • Identify examples of choices families make when buying goods and services 	trade, transportation, pioneer, earn, tailor, contractor, electrician, plumber, waiter, chef	<p><u>GLE 14:</u> Activity Book, pp. 65-74 Reading & Test Prep, pp. 64-6, 68-71</p> <p><u>GLE 29:</u> Text, 265-71 Reading & Test Prep, pp. 64-6, 68-71</p> <p><u>GLE 30:</u> Text, pp. 290-1</p> <p><u>GLE 31:</u> Text, pp. 290-1 Activity Book, pp. 65-72</p> <p><u>GLE 32:</u> Text, pp. 290-1, 265-83, 272-75 Activity Book, pp. 65-74 Reading & Test Prep, pp. 64-6, 68-71</p> <p>LCC Activity 2, 3 (GLE 14); 1, 6 (GLE 29); 13 (GLE 30); 7 (GLE 31); 7, 8 (GLE 32)</p>

14, 29, 30, 31, 32	5	<p>Students will:</p> <ul style="list-style-type: none"> Identify ways of making a living within the community Explain how basic human needs of food, clothing, and shelter can be met Identify examples of scarcity in the local community Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents) Identify examples of choices families make when buying goods and services 	trade, transportation, pioneer, earn, tailor, contractor, electrician, plumber, waiter, chef	<p><u>GLE 14:</u> Activity Book, pp. 65-74 Reading & Test Prep, pp. 64-6, 68-71</p> <p><u>GLE 29:</u> Text, 265-71 Reading & Test Prep, pp. 64-6, 68-71</p> <p><u>GLE 30:</u> Text, pp. 290-1</p> <p><u>GLE 31:</u> Text, pp. 290-1 Activity Book, pp. 65-72</p> <p><u>GLE 32:</u> Text, pp. 290-1, 265-83, 272-75 Activity Book, pp. 65-74 Reading & Test Prep, pp. 64-6, 68-71</p> <p>LCC Activity 2, 3 (GLE 14); 1, 6 (GLE 29); 13 (GLE 30); 7 (GLE 31); 7, 8 (GLE 32)</p>
33, 34,	5	<p>Students will:</p> <ul style="list-style-type: none"> Identify a consumer and a producer and their roles in the economy Explain how people in the local community depend on each other for goods and services 	goods, services, consumer, producer, trade, transportation, pioneer, earn, tailor, contractor, electrician, plumber, waiter, chef	<p><u>GLE 33:</u> Text, pp. 265-267, 276-279 Activity Book, pp. 65-66, 68 Reading & Test Prep, pp. 63-66</p> <p><u>GLE 34:</u> Text, pp. 272-275 Activity Book, pp. 65-66, 68 Reading & Test Prep, pp. 63-66</p> <p>LCC Activity 1, 4, (GLE 34); 6 11, 13 (GLE 33, 35); 8 (GLE 33)</p>
35, 36	5	<p>Students will:</p> <ul style="list-style-type: none"> Identify various ways in which resources are used (e.g. use of trees to produce wood for building, wood products, and heat) Describe the roles of farmers processors, and distributors in production and consumption 	raw material, trade, factory, manufacture, transportation, pioneer, earn	<p><u>GLE 35:</u> Activity Book, pp. 67</p> <p><u>GLE 36</u> Text, pp. 280-285 Activity Book, pp. 67, Reading & Test Prep, pp. 66</p> <p>LCC Activity 2, 3 (GLE 14); 1, 6 (GLE 29); 13 (GLE 30); 7 (GLE 31); 7, 8 (GLE 32)</p>

29	37, 38, 39	5	<p>Students will:</p> <ul style="list-style-type: none"> Describe the role of weather, land, and water resources in food production over time Identify the specialized work that people do to manufacture, transport, and market goods and services Describe the importance of skills and education in choosing a career 	<p>earn, income, profit, bank, career, natural resource, manufacture, market, transportation, skill level</p>	<p><u>GLE 37:</u> Text, pp. 272-307 Reading & Test Prep, pp. 63-74</p> <p>food production: http://www.farmbureaukids.com/aglinks.html climate: http://www.geography4kids.com/</p> <p><u>GLE 38:</u> Text, pp. 298-303 Activity Book, pp. 65-74 Reading & Test Prep, pp. 63-74</p> <p><u>GLE 39:</u> Text, pp. 272-307 Reading & Test Prep, pp. 63-74</p> <p>LCC Activity 5, 6, 13 (GLE 37); 5, 6, 9, 10 (GLE 38); 2, 3 (GLE 39)</p>
37, 38, 39		5	<p>Students will:</p> <ul style="list-style-type: none"> Describe the role of weather, land, and water resources in food production over time Identify the specialized work that people do to manufacture, transport, and market goods and services Describe the importance of skills and education in choosing a career 	<p>earn, income, profit, bank, career, natural resource, manufacture, market, transportation, skill level</p>	<p><u>GLE 37:</u> Text, pp. 272-307 Reading & Test Prep, pp. 63-74</p> <p>food production: http://www.farmbureaukids.com/aglinks.html climate: http://www.geography4kids.com/</p> <p><u>GLE 38:</u> Text, pp. 298-303 Activity Book, pp. 65-74 Reading & Test Prep, pp. 63-74</p> <p><u>GLE 39:</u> Text, pp. 272-307 Reading & Test Prep, pp. 63-74</p> <p>LCC Activity 5, 6, 13 (GLE 37); 5, 6, 9, 10 (GLE 38); 2, 3 (GLE 39)</p>

40, 41, 42, 44	5	<p>Students will:</p> <ul style="list-style-type: none"> • Identify a local economic institution (e.g., bank) • Explain why people exchange goods and services • Identify individuals or groups in the community who have started new businesses • Explain the difference between goods and services and give examples of each within the local community 	goods, services, gas station, product, grocer, druggist, vendor, florist, mechanic, bank, taxi driver	<p><u>GLE 40:</u> Text, pp. 287</p> <p><u>GLE 41:</u> Text, pp. 298-303, 286 Activity Book, pp. 65-74 Reading & Test Prep, pp. 32-8, 63-74</p> <p><u>GLE 42:</u> Text, pp. 286-289, 276, Activity Book, pp. 65-74</p> <p><u>GLE 44:</u> Text, pp. 272-5, Activity Book, pp. 65-74 Reading & Test Prep, pp. 32-8, 63-74</p> <p>LCC Activity 12 (GLE 40); 1, 4, 8, 11 (GLE 41); 1, 8, 10 (GLE 42); 4, 8 (GLE 44)</p>
40, 41, 42, 44	5	<p>Students will:</p> <ul style="list-style-type: none"> • Identify a local economic institution (e.g., bank) • Explain why people exchange goods and services • Identify individuals or groups in the community who have started new businesses • Explain the difference between goods and services and give examples of each within the local community 	goods, services, gas station, product, grocer, druggist, vendor, florist, mechanic, bank, taxi driver	<p><u>GLE 40:</u> Text, pp. 287</p> <p><u>GLE 41:</u> Text, pp. 298-303, 286 Activity Book, pp. 65-74 Reading & Test Prep, pp. 32-8, 63-74</p> <p><u>GLE 42:</u> Text, pp. 286-289, 276, Activity Book, pp. 65-74</p> <p><u>GLE 44:</u> Text, pp. 272-5, Activity Book, pp. 65-74 Reading & Test Prep, pp. 32-8, 63-74</p> <p>LCC Activity 12 (GLE 40); 1, 4, 8, 11 (GLE 41); 1, 8, 10 (GLE 42); 4, 8 (GLE 44)</p>
14, 29, 30, 31, 32--44	5	Re-teaching or Review Unit 5	Review key vocabulary words from previous weeks	<p>LCC Activity 2, 3 (GLE 14); 1, 6 (GLE 29); 13 (GLE 30); 7 (GLE 31); 7, 8 (GLE 32)</p> <p>LCC Activity 12 (GLE 40); 1, 4, 8, 11 (GLE 41); 1, 8, 10 (GLE 42); 4, 8 (GLE 44)</p>

Teacher Reflection on Content Mastery

Can students

- describe basic needs and how we meet them?
- describe who provides goods and services?
- describe the roles of farmers, processors, and distributors in production and consumption?
- identify the bank as a local economic institution?
- identify a consumer and producer and their roles in the community?
- describe ways in which resources are used?

Unit 6: The World and Local Cultures and Customs

2 Weeks

Unit Description:

The focus of this unit is to show that the local community is part of the larger global community, by looking at folktales, legends, and stories of heroism from various cultures around the world. The unit examines the significance of national holidays in the United States, and employs numerous tools, such as maps, globes, picture books about various cultures and events, posters, and visual representations.

Guiding Questions:

Can students describe folktales, legends, and stories of heroism that tell about history and traditions?

Can students explain some customs of other cultures and how they resemble ours?

Can students explain the meanings of our national holidays?

GLEs	LCC Unit	Objectives	Vocabulary	Harcourt Text / Suggested Resource
1, 2, 3, 8, 27	6	<p>Students will:</p> <ul style="list-style-type: none"> • Interpret a diagram • Describe basic characteristics of maps and globes • Use cardinal directions to locate places on maps and places in the classroom, school, and community • Identify examples of various landforms (e.g., continents, islands) • Explain the significance of national holidays and the achievements of the people associated with them 	diagram, symbol, map key, direction, scale, achievement, contribution, honor, commemorate, distinguished, sacrifice, hero, courage	<p><u>GLE 1:</u> Text, pp. 250-1 Activity Book, pp. 6, 35, 45 Overhead Transparency 1-3</p> <p><u>GLE 2:</u> Text, pp. 24, 122-6, 146, 304-5 Activity Book, pp. 30, 35</p> <p><u>GLE 3:</u> Text, pp. 176 Activity Book, pp. 29 Reading & Test Prep, p. 31 Overhead Transparency 1-3</p> <p><u>GLE 27:</u> Text, pp. 186-9, 236-41</p> <p>LCC Activity 5, 6 (GLE 1); 2 (GLE 2); 4 (GLE 3); 2 (GLE 8); 6, 7 (GLE 27)</p>
45, 48, 51, 52	6	<p>Students will:</p> <ul style="list-style-type: none"> • Develop a personal timeline • Locate general areas on maps and globes referenced in historical stories and legends • Identify cultural elements (e.g., crafts, customs, music, folklore) of the local community 	personal, ancestor, sequence, region, custom, craft, tradition, culture, folklore, legend, community, ceremony, expression	<p><u>GLE 45 & 48:</u> Text, pp. 220, 176-82, 242, 172, 211, 238, 243, 255, 263 Activity Book, pp. 6, 30, 34, 58 Transparency Set 2-3, 4-2, 4-4, 5-1, 5-4, 6-3</p> <p><u>GLE 51 & 52:</u> Text, pp. 190-5, 202-3, 186-9 Activity Book, p. 46 Reading & Test Prep, pp. 39-40, 43-5, 48-50</p>

		<ul style="list-style-type: none"> • Explain the customs related to important holidays and ceremonies in various countries around the world in the past 		LCC Activity 7 (GLE 45); 5, 6 (GLE 48); 1, 2, 3, 5, 8 (GLE 51); 2, 3, 4, 7, 8 (GLE 52)
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Teacher Reflection on Content Mastery

Can students

- describe folktales, legends, and stories of heroism that tell about history and traditions?
- explain some customs of other cultures and how they resemble ours?
- explain the meanings of our national holidays?