

Quarter 1	Standard 2 Citizenship – Civics and Government
<p style="text-align: center;">A</p> <p style="text-align: center;">August 22, 2012 through September 7, 2012</p>	Indicators which are addressed
	<p>2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*. (Individuals, Society and Culture) Example: People have the right to own property and the right of free speech. * citizen: someone with rights and responsibilities in a particular community, city, state or country</p> <p>Functions of Government</p> <p>2.2.2 Understand and explain why it is important for a community to have responsible government. Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.</p> <p>2.2.3 Identify community leaders, such as the mayor and city council. Roles of Citizens</p> <p>2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Individuals, Society and Culture)</p> <p>2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.</p> <p>2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship. Example: The Pledge of Allegiance is a promise to be loyal to our republic*. Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.</p> <p>2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately. * republic: a government ruled by representatives chosen by the people</p>
	Resources
<p style="text-align: center;">Instructional Strategies/Suggestions</p>	<p>Direct Instruction, Optional, Direct,</p> <p>Hosford Park-Scott Foresman and Grissom/Longfellow Houghton Mifflin Harcourt</p>

Quarter 1	Standard 2 Citizenship – Civics and Government
<p style="text-align: center;">B</p> <p style="text-align: center;">September 10, 2012 through September 28, 2012</p>	<p>2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*. (Individuals, Society and Culture) Example: People have the right to own property and the right of free speech. * citizen: someone with rights and responsibilities in a particular community, city, state or country</p> <p>Functions of Government</p> <p>2.2.2 Understand and explain why it is important for a community to have responsible government. Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.</p> <p>2.2.3 Identify community leaders, such as the mayor and city council. Roles of Citizens</p> <p>2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Individuals, Society and Culture)</p> <p>2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.</p> <p>2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship. Example: The Pledge of Allegiance is a promise to be loyal to our republic*. Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.</p> <p>2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately. * republic: a government ruled by representatives chosen by the people</p>
<p style="text-align: center;">Instructional Strategies/Suggestions</p>	<p>Direct Instruction, Optional, Direct Hosford Park-Scott Foresman and Grissom/Longfellow Houghton Mifflin Harcourt</p>

<p>Quarter 1</p>	<p>Standard 2 Citizenship – Civics and Government</p>
<p>C</p> <p>October 1 , 2012 through October 19, 2012</p>	<p>Indicators which are addressed</p> <p>2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*. (Individuals, Society and Culture) Example: People have the right to own property and the right of free speech. * citizen: someone with rights and responsibilities in a particular community, city, state or country</p> <p>Functions of Government</p> <p>2.2.2 Understand and explain why it is important for a community to have responsible government. Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.</p> <p>2.2.3 Identify community leaders, such as the mayor and city council.</p> <p>Roles of Citizens</p> <p>2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Individuals, Society and Culture)</p> <p>2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.</p> <p>2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship. Example: The Pledge of Allegiance is a promise to be loyal to our republic*. Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.</p> <p>2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately. * republic: a government ruled by representatives chosen by the people</p> <p style="text-align: center;">Resources</p> <p>Leveled Readers</p>
<p>Instructional Strategies/Suggestions</p>	<p>Direct Instruction, Optional, Direct Hosford Park-Scott Foresman and Grissom/Longfellow Houghton Mifflin Harcourt</p>
<p>Upcoming Topics</p>	<p>Economics- how communities use productive resources, businesses and industries</p>

Quarter 2	Standard 4-Economics
<p style="text-align: center;">A</p> <p style="text-align: center;">October 22, 2012 through November 9, 2012</p>	Indicators which are addressed
	<p>2.4.1 Define the three types of productive resources (human resources* ,natural resources *and capital resources*) and identify productive resources used to produce goods and services in the community.</p> <p>2.4.2 Identify community workers who provide goods* and services* for the rest of the community and explain how their jobs benefit people in the community.</p> <p>2.4.3 Explain that a price* is what people pay when they buy a good or service and what people receive when they sell a good or service.</p> <p>2.4.4 Research goods and services produced in the local community and describe how people can be both producers* and consumers*.</p> <p>2.4.5 Explain that because of scarcity* , people must make choices and incur opportunity costs*.</p> <p>2.4.6 Define specialization* and identify specialized jobs in the school and community. Example: Teachers, school nurses and firefighters specialize in particular kinds of jobs</p> <p>2.4.7 Explain why people trade* for goods and services and explain how money makes trade easier.</p> <p>2.4.8 Explain that income that people do not spend on goods and services is called savings.</p> <p>* human resource: any human effort used in production * natural resources: resources that occur in nature that are used in production * capital resources: goods, such as tools, buildings and equipment, used in production * goods: tangible objects, such as food or toys, that can satisfy people’s wants * services: actions that someone does for someone else, such as dental care or trash removal * price: payment in money* for goods, services, or resources * money: paper and coins that people use to buy things (definition expanded in Grade 3) * producers: people who use productive resources to provide goods or services * consumers: people who use goods or services * scarcity: the idea that resources are limited in relation to people’s wants * opportunity cost: in making a choice, opportunity cost is the next best alternative you do not choose * specialization: the performance of specific tasks or jobs *trade: the buying and selling of goods and services</p>
	Resources

	Leveled Readers
Instructional Strategies/Suggestions	Direct Instruction, Optional, Direct

Quarter 2	Standard 4-Economics
<p style="text-align: center;">B</p> <p style="text-align: center;">November 12, 2012 through November 30, 2012</p>	Indicators which are addressed
	<p>2.4.1 Define the three types of productive resources (human resources* ,natural resources *and capital resources*) and identify productive resources used to produce goods and services in the community.</p> <p>2.4.2 Identify community workers who provide goods* and services* for the rest of the community and explain how their jobs benefit people in the community.</p> <p>2.4.3 Explain that a price* is what people pay when they buy a good or service and what people receive when they sell a good or service.</p> <p>2.4.4 Research goods and services produced in the local community and describe how people can be both producers* and consumers*.</p> <p>2.4.5 Explain that because of scarcity*, people must make choices and incur opportunity costs*.</p> <p>2.4.6 Define specialization* and identify specialized jobs in the school and community. Example: Teachers, school nurses and firefighters specialize in particular kinds of jobs</p> <p>2.4.7 Explain why people trade* for goods and services and explain how money makes trade easier.</p> <p>2.4.8 Explain that income that people do not spend on goods and services is called savings.</p> <p>* human resource: any human effort used in production * natural resources: resources that occur in nature that are used in production * capital resources: goods, such as tools, buildings and equipment, used in production * goods: tangible objects, such as food or toys, that can satisfy people’s wants * services: actions that someone does for someone else, such as dental care or trash removal * price: payment in money* for goods, services, or resources * money: paper and coins that people use to buy things (definition expanded in Grade 3) * producers: people who use productive resources to provide goods or services * consumers: people who use goods or services * scarcity: the idea that resources are limited in relation to people’s wants * opportunity cost: in making a choice, opportunity cost is the next best alternative you do not choose * specialization: the performance of specific tasks or jobs *trade: the buying and selling of goods and services</p>

	Resources
	Leveled Readers
Instructional Strategies/Suggestions	Direct Instruction, Optional, Direct

Quarter 2	Standard 4-Economics
<p style="text-align: center;">C</p> <p style="text-align: center;">December 3, 2012 through December 21, 2012</p>	Indicators which are addressed
	<p>2.4.1 Define the three types of productive resources (human resources* ,natural resources *and capital resources*) and identify productive resources used to produce goods and services in the community.</p> <p>2.4.2 Identify community workers who provide goods* and services* for the rest of the community and explain how their jobs benefit people in the community.</p> <p>2.4.3 Explain that a price* is what people pay when they buy a good or service and what people receive when they sell a good or service.</p> <p>2.4.4 Research goods and services produced in the local community and describe how people can be both producers* and consumers*.</p> <p>2.4.5 Explain that because of scarcity* , people must make choices and incur opportunity costs*.</p> <p>2.4.6 Define specialization* and identify specialized jobs in the school and community. Example: Teachers, school nurses and firefighters specialize in particular kinds of jobs</p> <p>2.4.7 Explain why people trade* for goods and services and explain how money makes trade easier.</p> <p>2.4.8 Explain that income that people do not spend on goods and services is called savings.</p> <p>* human resource: any human effort used in production * natural resources: resources that occur in nature that are used in production * capital resources: goods, such as tools, buildings and equipment, used in production * goods: tangible objects, such as food or toys, that can satisfy people’s wants * services: actions that someone does for someone else, such as dental care or trash removal * price: payment in money* for goods, services, or resources * money: paper and coins that people use to buy things (definition expanded in Grade 3) * producers: people who use productive resources to provide goods or services * consumers: people who use goods or services * scarcity: the idea that resources are limited in relation to people’s wants * opportunity cost: in making a choice, opportunity cost is the next best alternative you do not choose * specialization: the performance of specific tasks or jobs *trade: the buying and selling of goods and services</p>
	Resources

	Leveled Readers
Instructional Strategies/Suggestions	Direct Instruction, Optional, Direct
Upcoming Topics	Standard 1-History; differentiate between events that happened in the past and recently, recognize examples of continuity and change

Quarter 3	Standard 1- History
<p style="text-align: center;">A</p> <p style="text-align: center;">January 7, 2013 through January 25, 2013</p>	Indicators which are addressed
	<p>2.1.1 Identify when the local community was established and identify its founders and early settlers.</p> <p>2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. (Individuals, Society and Culture) Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time</p> <p>2.1.3 Identify individuals who had a positive impact on the local community. (Individuals, Society and Culture)</p> <p>2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. (Individuals, Society and Culture) Example: Local and regional festivals, city flags and seals, and community mottos</p> <p>Chronological Thinking, Historical Comprehension, Research</p> <p>2.1.5 Develop a simple timeline of important events in the history of the school and/or community.</p> <p>2.1.6 Create and maintain a calendar of important school days, holidays and community events.</p> <p>2.1.7 Read about and summarize historical community events using libraries and a variety of information resources*. Example: Write paragraphs or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.</p> <p>* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations</p>
	Resources
Instructional Strategies/Suggestions	Leveled Readers Direct Instruction, Optional, Direct

<p>Quarter 3</p>	<p>Earth Science</p>
<p>B</p> <p>January 28, 2013 through February 14, 2013</p>	<p>Indicators which are addressed and assessed</p>
	<p>2.1.1 Identify when the local community was established and identify its founders and early settlers.</p> <p>2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. (Individuals, Society and Culture) Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time</p> <p>2.1.3 Identify individuals who had a positive impact on the local community. (Individuals, Society and Culture)</p> <p>2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. (Individuals, Society and Culture) Example: Local and regional festivals, city flags and seals, and community mottos</p> <p>Chronological Thinking, Historical Comprehension, Research</p> <p>2.1.5 Develop a simple timeline of important events in the history of the school and/or community.</p> <p>2.1.6 Create and maintain a calendar of important school days, holidays and community events.</p> <p>2.1.7 Read about and summarize historical community events using libraries and a variety of information resources*. Example: Write paragraphs or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.</p> <p>* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations</p>
	<p>Resources</p>
<p>Instructional</p>	<p>Direct Instruction, Optional, Direct</p>

Strategies/Suggestions	
-------------------------------	--

Quarter 3	Standard 1-History
<p style="text-align: center;">C</p> <p style="text-align: center;">February 19, 2013 through March 15, 2013</p>	Indicators which are addressed and assessed
	<p>2.1.1 Identify when the local community was established and identify its founders and early settlers.</p> <p>2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. (Individuals, Society and Culture) Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time</p> <p>2.1.3 Identify individuals who had a positive impact on the local community. (Individuals, Society and Culture)</p> <p>2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. (Individuals, Society and Culture) Example: Local and regional festivals, city flags and seals, and community mottos</p> <p style="text-align: center;">Chronological Thinking, Historical Comprehension, Research</p> <p>2.1.5 Develop a simple timeline of important events in the history of the school and/or community.</p> <p>2.1.6 Create and maintain a calendar of important school days, holidays and community events.</p> <p>2.1.7 Read about and summarize historical community events using libraries and a variety of information resources*. Example: Write paragraphs or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.</p> <p style="text-align: center;">* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations</p>
	Resources
	Leveled Readers
Instructional Strategies/Suggestions	Direct Instruction, Optional, Direct
Upcoming Topics	Standard 3- Geography; locate community, state and nation on maps and globes: identify major,

Assessed	geographic characteristics of their local community; and explore geographic relationships between the physical and environmental characteristics of their community.
-----------------	---

<p>Quarter 4</p>	<p>Standard 3-Geography</p>
<p>A</p> <p>March 18, 2013 through April 12, 2013</p>	<p>Indicators which are addressed</p>
	<p>2.3.1 Use a compass rose to identify cardinal* and intermediate directions* and to locate places on maps and places in the classroom, school and community. 2.3.2 Locate the equator and the poles on a globe and identify the local community, state and the United States on maps. * cardinal directions: north, south, east and west * intermediate directions: northeast, southeast, northwest and southwest</p> <p>Places and Regions</p> <p>2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there. Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.</p> <p>Physical Systems</p> <p>2.3.4 On a map, identify physical features of the local community. Example: Use maps and atlases to identify local bodies of water, crops and green spaces.</p> <p>Human Systems</p> <p>2.3.5 Identify and describe cultural or human features on a map using map symbols. (Individuals, Society and Culture) Example: Local roads, highways, buildings, towns and parks</p> <p>2.3.6 Describe simple demographics of the school. Example: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups</p> <p>Environment and Society</p> <p>2.3.7 Identify ways that recreational opportunities influence human activity in the community. Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.</p>
	<p>Resources</p>
	<p>Leveled Readers</p>

Instructional Strategies/Suggestions	Direct Instruction, Optional, Direct
---	---

<p>Quarter 4</p>	<p>Standard 3-Geography</p>
<p>B</p> <p>April 15, 2013 through May 10, 2013</p>	<p>Indicators which are addressed</p>
	<p>2.3.1 Use a compass rose to identify cardinal* and intermediate directions* and to locate places on maps and places in the classroom, school and community. 2.3.2 Locate the equator and the poles on a globe and identify the local community, state and the United States on maps. * cardinal directions: north, south, east and west * intermediate directions: northeast, southeast, northwest and southwest</p> <p>Places and Regions</p> <p>2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there. Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.</p> <p>Physical Systems</p> <p>2.3.4 On a map, identify physical features of the local community. Example: Use maps and atlases to identify local bodies of water, crops and green spaces.</p> <p>Human Systems</p> <p>2.3.5 Identify and describe cultural or human features on a map using map symbols. (Individuals, Society and Culture) Example: Local roads, highways, buildings, towns and parks</p> <p>2.3.6 Describe simple demographics of the school. Example: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups</p> <p>Environment and Society</p> <p>2.3.7 Identify ways that recreational opportunities influence human activity in the community. Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.</p>
	<p>Resources</p>
	<p>Leveled Readers</p>

Instructional Strategies/Suggestions	Direct Instruction, Optional, Direct
---	---

Quarter 4	Standard 3-Geography
<p style="font-size: 2em; font-weight: bold; margin: 0;">C</p> <p style="margin: 0;">May 13, 2013 through June 5, 2013</p>	Indicators which are addressed
	<p>2.3.1 Use a compass rose to identify cardinal* and intermediate directions* and to locate places on maps and places in the classroom, school and community.</p> <p>2.3.2 Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.</p> <p>* cardinal directions: north, south, east and west * intermediate directions: northeast, southeast, northwest and southwest</p> <p>Places and Regions</p> <p>2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there.</p> <p>Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.</p> <p>Physical Systems</p> <p>2.3.4 On a map, identify physical features of the local community.</p> <p>Example: Use maps and atlases to identify local bodies of water, crops and green spaces.</p> <p>Human Systems</p> <p>2.3.5 Identify and describe cultural or human features on a map using map symbols. (Individuals, Society and Culture)</p> <p>Example: Local roads, highways, buildings, towns and parks</p> <p>2.3.6 Describe simple demographics of the school.</p> <p>Example: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups</p> <p>Environment and Society</p> <p>2.3.7 Identify ways that recreational opportunities influence human activity in the community.</p> <p>Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.</p>
	Resources
	Leveled Readers

Instructional Strategies/Suggestions	Direct Instruction, Optional, Direct, and Independent Inquiries (Fusion)
---	---