

2009-2010

Grade 1

History - Social Science

SCOPE & SEQUENCE



Redlands Unified School District



REDLANDS UNIFIED SCHOOL DISTRICT

History-Social Science

Scope & Sequence

INTRODUCTION:

The History Social-Science *Scope & Sequence* Committees have worked to develop pacing guides for grades Kindergarten through fifth, that ensure RUSD curriculum addresses the Content Standards for California Public Schools. Pearson, Scott Foresman's History Social-Science for California, are the adopted materials. With this in mind, teachers are to use this *Scope & Sequence* as the core of their History-Social Science instruction. Lessons listed in **bold** under "Instructional Support" are "core" lessons and have been selected to ensure that all students have access to the Content Standards for California Public Schools. Lessons listed in *italics* are suggested lessons.

A WORD ABOUT THE DEVELOPMENT OF THE *SCOPE & SEQUENCE*:

The *Scope & Sequence* was developed by grade level groups of teachers from traditional and year-round schools. It is divided into trimesters. The History-Social Science committees used the 2005 Edition of the History-Social Science Framework for California Public Schools as a guide.

Pearson, Scott Foresman History Social-Science for California Series

This adoption is unique in that there are three complementary paths of instruction. The paths each address unique aspects of the standards and are meant to offer a variety of strategies for teaching the standard. Icons have been placed in the Scope and Sequence to identify each path. In addition, Reading, Writing, and Vocabulary lessons are contained within this program. These lessons address the ELA Standards but use the History-Social Science materials. The Scope and Sequence committee was asked to determine from among the materials, lessons that are to be considered "core."

PACING:

Pacing for lessons is not specifically defined and should be planned trimester to trimester. History-Social Science lessons listed in the *Scope and Sequence* are considered the minimum of what should be covered in each grade level. Not all lessons in the Scott Foresman textbook are listed in the *Scope and Sequence*. Only those lessons that adequately address the grade level standards are designated as "core" in this *Scope and Sequence*. Therefore, each trimester may be planned utilizing the following table that lists the number of lessons per trimester:

Lessons by Trimester

	Trimester 1	Trimester 2	Trimester 3
Grade 1	Units 1, 2	Unit 3, 4	Units 5, 6
	6 Lessons	6 Lessons	5 Lessons



ACKNOWLEDGEMENTS

The Redlands Unified School District would like to acknowledge and thank the following people for their contribution in the areas of:

The History – Social Science Materials Adoption Field Test Committee:

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The History – Social Science Scope and Sequence Development Committee

First Grade:

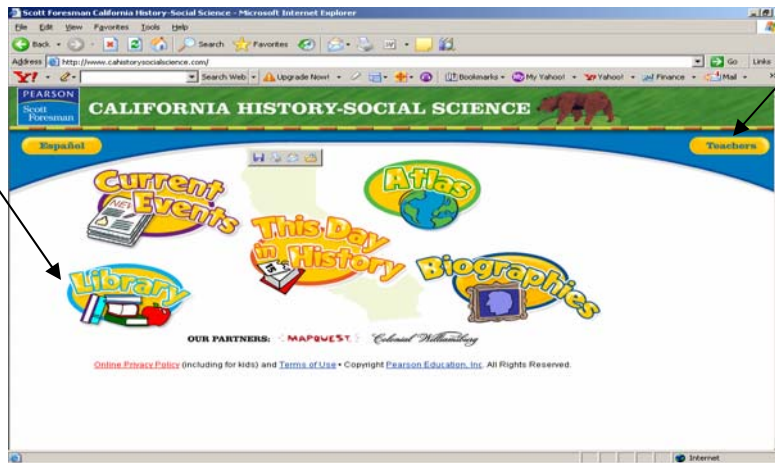
Keely Keane	Doug Schneider	Jose Roque-Rivera
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Multimedia / Digital Path

Scott Foresman History Social Science for California

This site is
mostly the
“extras”

www.cahistorysocialscience.com








This Tab
does have
information
to support
the printed
materials





www.ca-hss.com








This site
supports the
printed
materials







This site requires a User Name and a Password. This information will be available at each school site







STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.1 Students describe the rights and individual responsibilities of citizenship.	<p>Unit 1 – Citizenship</p> <p>Flip Chart –Vocabulary and Unit Essential Question TE p. 1T6; flip chart p. 3</p> <p> Digital Path (DVD) Unit Song - Good Sports</p>
H-SS	1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.	<p>Lesson 1.1.1</p> <p> Digital Path TE p. 4T1 (DVD) Introduction and Video - Making Rules</p> <p>Print Partner – Making Rules (Appendix p.)</p> <p><i>Unit Project – Citizenship Bulletin Board TE pp. 1T8-9</i></p> <p> Text Path TE p. 1T12</p> <p>Flip Chart – Let’s Take a Vote TE p. 1T6; flip chart p. 4</p> <p><i>ELA Transparencies Envelope, R1 - Context Clues, Long Vowels TE p. 1T11</i></p> <hr/> <p><i>English Learners – Access Content TE p. 1T11</i></p> <hr/> <p><i>Extra Support – Define Words TE p. 1T11</i></p> <hr/> <p><i>Challenge – Categorize TE p. 1T11</i></p> <p> Active Path TE pp. 4T2-4</p> <p><i>Find Out More - Issues and Viewpoints TE p. 4T5</i></p> <p> Digital Path TE p. 4T1 (DVD) Review Lesson Video – Making Rules</p> <p><i>Lesson Assessment TE pp. 4T6-7 or online version</i></p>



STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."	<p><i>Leveled Content Readers can be used at any time throughout Unit 1 TE p. 8T10</i></p> <p>Lesson 1.1.2</p> <p> Digital Path TE p. 8T1 (DVD) Introduction and Video - The Golden Rule</p> <p>Print Partner – Following the Golden Rule (Appendix p.)</p> <p> Text Path TE p. 5T4</p> <p><i>ELA Transparencies Envelope, R2 - Context Clues, Phonograms TE p. 5T3</i></p> <hr/> <p><i>English Learners – Work with New Words TE p. 5T3</i></p> <hr/> <p><i>Extra Support – Find Examples TE p. 5T3</i> <i>Extra Support – Build Background TE p. 5T3</i></p> <hr/> <p><i>Challenge – Categorize TE p. 5T3</i></p> <p>Flip Chart - Four Muffins for Breakfast TE p. 1T7; flip chart p. 5</p> <p>Flip Chart - Famous People TE p. 1T7; flip chart p. 6</p> <p><i>Biography Cards - Good Citizenship TE p. 1T3</i></p> <p> Active Path TE pp. 8T2-4</p> <p><i>Find Out More – How do we show respect? TE p. 8T5</i></p> <p>Read-Aloud Literature - <u>Election Day</u> TE p. 8T11</p> <p> <i>Digital Path - Online Interactive Practice: Respect TE p. 8T1</i></p>




STANDARD	OBJECTIVE	TEXT SUPPORT
		<p> Digital Path TE p. 8T1 (DVD) Review Lesson Video – The Golden Rule</p> <p>Our Study Journal TE p. 1T7; flip chart p. 7</p> <p><i>Vocabulary Cards - Matching TE p. 1T3</i></p> <p><i>Lesson Assessment TE pp. 8T6-7 or online version</i></p> <p><i>Unit 1 Assessment TE pp. 8T25-28 or online version</i></p> <p><i>Culminating Writing Activity TE pp. 8T21-24</i></p>







STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.	<p>Unit 2 – People and Places</p> <p>Flip Chart - Vocabulary and Unit Essential Question TE p. 9T8; flip chart p. 8</p> <p> Digital Path (DVD) Unit Song – Continents and Oceans</p> <p><i>Leveled Content Readers can be used at any time throughout Unit 2 TE p. 24T10</i></p>
H-SS	1.2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	<p>Lesson 1.2.1</p> <p> Digital Path TE p. 12T1 (DVD) Introduction and Video – Finding Places on Maps and Globes</p> <p>Print Partner – My Town (Appendix p.)</p> <p><i>Unit Project – Classroom Letter Writing TE pp. 9T10-11</i></p> <p> Text Path TE p. 9T14</p> <p>Flip Chart - This Land is Your Land TE p. 9T8; flip chart p. 9</p> <p><i>ELA Transparencies Envelope, R3 - Ask and Answer Questions, Phonogram -ate TE p. 9T13</i></p> <hr/> <p><i>English Learners – Compare and Contrast TE p. 9T13</i></p> <hr/> <p><i>Extra Support – Use Vocabulary TE p. 9T13</i></p> <hr/> <p><i>Challenge – Extend Concepts TE p. 9T13</i></p> <p> Active Path TE pp. 12T2-4</p> <p><i>Find Out More – How can we use maps and globes? TE p. 12T5</i></p>




STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.2.2 Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.	<p>Lesson 1.2.2</p> <p> Digital Path TE p. 16T1 (DVD) Introduction and Video – Models and Pictures</p> <p>Print Partner – Making a Model (Appendix p.)</p> <p> Text Path TE p. 13T4</p> <p><i>ELA Transparencies Envelope, R4 - Ask and Answer Questions, Root Words TE p. 13T3</i></p> <hr/> <p><i>English Learners – Conceptualize Word Meanings TE p. 13T3</i></p> <hr/> <p><i>Extra Support – Use a Model TE p. 13T3</i></p> <hr/> <p><i>Challenge – Make Connections TE p. 13T3</i></p> <p> <i>Digital Path - Online Interactive Practice: Make a Model TE p. 16T1</i></p> <p> Active Path TE pp. 16T2-4</p> <p> Digital Path TE p. 16T1 (DVD) Review Lesson Video – Models and Pictures</p> <p><i>Find Out More – What does a model show? TE p. 16T5</i></p> <p><i>Lesson Assessment TE pp. 16T6-7 or online version</i></p>
H-SS	1.2.3 Construct a simple map, using cardinal directions and map symbols.	<p>Lesson 1.2.3</p> <p> Digital Path TE p. 20T1 (DVD) Introduction and Video – Making Maps</p> <p>Print Partner Using a Map (Appendix p.)</p>





STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	 Text Path TE p. 17T4 Flip Chart – Our Trip to Grandma’s TE p. 9T9; flip chart p. 10 ELA Transparencies Envelope, R5 - Ask and Answer Questions, Phonogram –ap TE p. 17T3  Active Path TE pp. 20T2-4 <i>Find Out More – How can you make a map? TE p. 20T5</i>
		<i>English Learners – Map Study TE p. 17T3</i> <hr/> <i>Extra Support – Act Out Concepts TE p. 17T3</i> <hr/> <i>Challenge – Make a Map TE p. 17T3</i> Read-Aloud Literature - <u>The Big Trip</u> TE p. 24T11  <i>Digital Path - Online Interactive Practice: Using a Map TE p. 20T1</i> Lesson 1.2.4  Digital Path TE p. 24T1 (DVD) Introduction and Video – Where We Live Print Partner – Hot or Cold Location (Appendix p.)  <i>Digital Path - Online Interactive Practice: Weather and Location TE p. 24T1</i>  Text Path TE p. 21T4 Flip Chart - Famous People TE p. 9T9; flip chart p. 11





STANDARD	OBJECTIVE	TEXT SUPPORT
		<p><i>ELA Transparencies Envelope, R6 - Ask and Answer Questions, R-controlled Vowels TE p. 21T3</i></p>
		<p><i>English Learners – Matching Words with Pictures TE p. 21T3</i></p>
		<p><i>Extra Support – Apply Concepts TE p. 21T3</i></p>
		<p><i>Challenge – Use Creative Expression TE p. 21T3</i></p>
		<p><i>Biography Cards - Ellen Ochoa, Frank Gehry Flash Cards TE p. 9T4</i></p>
		<p> Active Path TE pp. 24T2-4</p>
		<p><i>Find Out More – Where do you live? TE p. 24T5</i></p>
		<p> Digital Path TE p. 24T1 (DVD) Review Lesson Video – Where We Live</p>
		<p><i>Lesson Assessment TE pp. 24T6-7 or online version</i></p>
		<p><i>Vocabulary Cards - Charades TE p. 9T4</i></p>
		<p><i>Unit 2 Assessment TE pp. 24T27-30 or online version</i></p>
		<p><i>Culminating Writing Activity TE pp. 24T23-26</i></p>




STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	<p>1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p>	<p>Unit 3 – Our Country</p> <p>Flip Chart – Vocabulary and Unit Essential Question TE p. 25T8; flip chart p. 13</p> <p> Digital Path DVD Unit Song – From Sea to Shining Sea</p> <p><i>Leveled Content Readers can be used at any time throughout Unit 3 TE p. 36T10</i></p>
H-SS	<p>1.3.1 Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").</p>	<p>Lesson 1.3.1</p> <p> Digital Path TE p. 28T1 (DVD) Introduction and Video – Pledging Allegiance</p> <p>Print Partner – My Flag (Appendix p.)</p> <hr/> <p><i>English Learners – Review the Lesson Concept TE p. 25T13</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Extra Support – Model Concepts TE p. 25T13</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Challenge – Design a Class Flag TE p. 25T13</i></p> <p><i>Unit Project – “Celebrate Freedom” Program TE pp. 25T10-11</i></p> <p>Active Path TE pp. 28T2-4</p> <p><i>Find Out More – Katherine Lee Bates TE p. 28T5</i></p> <p> Digital Path TE p. 28T1 (DVD) Review Lesson Video – Pledging Allegiance</p> <p><i>Lesson Assessment TE pp. 28T6-7 or online version</i></p>






STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.3.2 Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	<p>Lesson 1.3.2</p> <p> Digital Path TE p. 32T1 (DVD) Introduction and Video – National Holidays</p> <p>Print Partner - Celebrating Holidays (Appendix p.)</p> <p>Flip Chart activity – Famous People TE p. 25T9; flip chart pp. 16-17</p> <p> <i>Digital Path – Online Interactive Practice: Honor Our Heroes TE p. 32T1</i></p> <p><i>Biography Cards - Fact Game TE p. 25T4</i></p> <p> Active Path TE pp. 32T2-4</p> <hr/> <p><i>English Learners – Conceptualize Key Lesson Vocabulary TE p. 29T3</i></p> <hr/> <p><i>Extra Support – Build Background TE p. 29T3</i></p> <hr/> <p><i>Challenge – Act Out Concepts TE p. 29T3</i></p> <p><i>Find Out More - How do we honor heroes? TE p. 32T5</i></p> <p> Digital Path TE p. 32T1 (DVD) Review Lesson Video – National Holidays</p> <p><i>Lesson Assessment TE pp. 32T6-7 or online version</i></p>
H-SS	1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	<p>Lesson 1.3.3</p> <p> Digital Path TE p. 36T1 (DVD) Introduction and Video – National Symbols</p> <p>Print Partner – Symbols of Our Country (Appendix p.)</p> <p> Text Path TE p. 33T4</p> <p><i>ELA Transparencies Envelope, R9 - Relate Prior Knowledge, Compound Words TE p. 33T3</i></p>





STANDARD	OBJECTIVE	TEXT SUPPORT
		<p><i>Vocabulary Cards - Pairing Game</i> <i>TE p. 25T4</i></p> <hr/> <p><i>English Learners – Link Key Lesson</i> <i>Vocabulary TE p. 33T3</i></p> <hr/> <p><i>Extra Support – Build Background</i> <i>TE p. 33T3</i></p> <hr/> <p><i>Challenge – Extend Concepts TE p. 33T3</i></p> <p> Active Path TE pp. 36T2- 4</p> <p><i>Find Out More – United States Landmarks</i> <i>TE p. 36T5</i></p> <p>Read-Aloud Literature - <u>Red, White and Blue: The Story of the American Flag</u> TE p. 36T11</p> <p> <i>Digital Path - Online Interactive Practice: Symbols of Freedom TE 36T1</i></p> <p> Digital Path TE p. 36T1</p> <p>(DVD) Review Lesson Video – National Symbols</p> <p><i>Lesson Assessment TE pp. 36T6-7 or online version</i></p> <p><i>Unit 3 Assessment TE pp. 36T27-30 or online version</i></p> <p><i>Culminating Writing Activity</i> <i>TE pp. 36T25- 26</i></p>




STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.	<p>Unit 4 – Changes Over Time</p> <p>Flip Chart - Vocabulary and Unit Essential Question TE p. 37T8; flip chart p. 19</p> <p> Digital Path (DVD) Unit Song – Way, Way Back</p>
H-SS	1.4.1 Examine the structure of schools and communities in the past.	<p>Lesson 1.4.1</p> <p> Digital Path TE p. 40T1 (DVD) Introduction and Video - Life Long Ago</p> <p>Print Partner – Today and Long Ago (Appendix p.)</p> <p><i>Unit Project – “Then and Now” Book TE pp. 37T10-11</i></p> <p> Text Path TE p. 37T14</p> <p>Flip Chart - People Then and Now TE p. 37T8; flip chart p. 20</p> <p>Flip Chart - Life on the Farm TE p. 37T9; flip chart p. 21</p> <p><i>ELA Transparencies Envelope, R10 - Predict, Phonograms TE p. 37T13</i></p> <hr/> <p><i>English Learners – A Look Back TE p. 37T13</i></p> <hr/> <p><i>Extra Support – Build Background TE p. 37T13</i></p> <hr/> <p><i>Challenge – Compare and Contrast TE p. 37T13</i></p> <p> Active Path TE pp. 40T2-4</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.4.2 Study transportation methods of earlier days.	<p><i>Find Out More – Stores in the Past</i> TE p. 40T5</p> <p><i>Lesson Assessment</i> TE pp. 40T6-7 or online version</p> <p><i>Leveled Content Readers can be used at any time throughout Unit 4</i> TE p. 48T10</p> <p>Lesson 1.4.2</p> <p> Digital Path TE p. 44T1 (DVD) Introduction and Video – Travel Then and Now</p> <p>Print Partner – Transportation: Today and Long Ago (Appendix p.)</p> <p> Text Path TE p. 41T4</p> <p><i>ELA Transparencies Envelope, R11 - Predict, Root Words</i> TE p. 41T3</p> <p> <i>Digital Path - Online Interactive Practice: Transportation</i> TE p. 44T1</p> <hr/> <p><i>English Learners – Model Transportation Modes</i> TE p. 41T3</p> <hr/> <p><i>Extra Support – Build Background</i> TE p. 41T3</p> <hr/> <p><i>Challenge – Make a Travel Mobile</i> TE p. 41T3</p> <p><i>Find Out More – Robert Fulton and the Steamboat</i> TE p. 44T5</p> <p><i>Vocabulary Cards - Word Race</i> TE p. 37T4</p> <p> Active Path TE pp. 44T2-4</p> <p><i>Lesson Assessment</i> TE pp. 44T6-7 or online version</p>





STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	<p>Lesson 1.4.3</p> <p> Digital Path TE p. 48T1 (DVD) Introduction and Video - Work and Play in the Past</p> <p>Print Partner – In the Past (Appendix p.)</p> <p> Text Path TE p. 45T4</p> <p>Flip Chart - Famous People TE p. 37T9; flip chart p. 22</p> <p><i>ELA Transparencies Envelope, R12 - Compare and Contrast TE p. 45T3</i></p> <hr/> <p><i>English Learners – Review Lesson Concepts TE p. 45T3</i></p> <hr/> <p><i>Extra Support – Apply Concepts TE p. 45T3</i></p> <hr/> <p><i>Challenge – Make a Booklet TE p. 45T3</i></p> <p> Active Path TE pp. 48T2-4</p> <p><i>Find Out More – Farming in the Past TE p. 48T5</i></p> <p>Read-Aloud Literature - <u>Covered Wagons, Bumpy Trails</u> TE p. 48T11</p> <p><i>Lesson Assessment TE pp. 48T6-7 or online version</i></p> <p><i>Culminating Writing Activity TE pp. 48T21-22</i></p> <p><i>Unit 4 Assessment TE pp. 48T23-26 or online version</i></p>





STANDARD	OBJECTIVE	TEXT SUPPORT
<p>H-SS</p>	<p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p>	<p>Unit 5 – Celebrate Cultures Flip Chart - Vocabulary and Unit Essential Question TE p. 49T8; flip chart p. 24</p> <p> Digital Path (DVD) Unit Song – California! You’re the Best</p>
	<p>1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p>	<p>Lesson 1.5.1  Digital Path TE p. 52T1 (DVD) Introduction and Video - Traditions</p> <p>Print Partner – My Tradition (Appendix p.) <i>Unit Project – “My Story” Book TE pp. 49T10-11</i></p> <p> <i>Digital Path - Online Interactive Practice: Our Traditions TE p. 52T1</i></p> <p> Text Path TE p. 49T14</p> <p>Flip Chart – We Remember Them with Pride! TE p. 49T8; flip chart p. 25 <i>ELA Transparencies Envelope, R13 - Retell/Summarize, Classify TE p. 49T13</i></p> <hr/> <p><i>English Learners – Review the Vocabulary TE p. 49T13</i></p> <hr/> <p><i>Extra Support – Build Background TE p. 49T13</i></p> <hr/> <p><i>Challenge – Make a Class Goal TE p. 49T13</i></p> <p> Active Path TE pp. 52T2-4 <i>Find Out More – “You and I” TE p. 52T5</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	<p><i>Lesson Assessment TE pp. 52T6-7 or online version</i></p> <p><i>Leveled Content Readers can be used at any time throughout Unit 5 TE p. 60T10</i></p> <p>Lesson 1.5.2</p> <p> Digital Path TE p. 56T1 (DVD) Introduction and Video – California’s Culture</p> <p>Print Partner – Making a Difference (Appendix p.)</p> <p> Text Path TE p. 53T4</p> <p><i>ELA Transparencies Envelope, R14 - Retell/Summarize, Classify TE p. 53T3</i></p> <p> <i>Digital Path - Online Interactive Practice: The First Californians TE p. 56T1</i></p> <hr/> <p><i>English Learners – Culture TE p. 53T3</i></p> <hr/> <p><i>Extra Support – Build Background TE p. 53T3</i></p> <hr/> <p><i>Challenge – Make a Collage TE p. 53T3</i></p> <p> Active Path TE pp. 56T2- 4</p> <p><i>Find Out More – Chachaukel Game TE p. 56T5</i></p> <p><i>Lesson Assessment TE pp. 56T6-7 or online version</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	<p>Lesson 1.5.3</p> <p> Digital Path TE p. 60T1 (DVD) Introduction and Video – Learning about Customs</p> <p>Print Partner – My Family Customs (Appendix p.)</p> <p> Text Path TE p. 57T4</p> <p>Flip Chart - Ms. Cooper’s Culture Day TE p. 49T9; flip chart p. 26 Flip Chart - Famous People TE p. 49T9; flip chart p. 27</p> <p><i>ELA Transparencies Envelope, R15 - Retell/Summarize, Classify TE p. 57T3</i></p> <p><i>Biography Cards - Laurence Yep et al. TE p. 49T4</i></p> <hr/> <p><i>English Learners – Customs TE p. 57T3</i></p> <hr/> <p><i>Extra Support – Build Background TE p. 57T3</i></p> <hr/> <p><i>Challenge – Make a Custom Booklet TE p. 57T3</i></p> <p> Active Path TE pp. 60T2- 4</p> <p><i>Find Out More – Three Stalks of Corn TE p. 60T5</i></p> <p>Read-Aloud Literature - <u>Chicken Sunday</u> TE p. 60T11</p> <p><i>Vocabulary Cards - Question and Answer TE p. 49T4</i></p> <p><i>Lesson Assessment TE pp. 60T6-7 or online version</i></p> <p><i>Our Study Journal TE p. 49T9; flip chart p. 28</i></p> <p><i>Unit 5 Assessment TE pp. 60T25-28 or online version</i></p>

STANDARD	OBJECTIVE	TEXT SUPPORT
		<i>Culminating Writing Activity TE pp. 60T21-24</i>

STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.	<p>Unit 6 – Goods and Services</p> <p>Flip Chart – Vocabulary and Unit Essential Question TE p. 61T6; flip chart p. 29</p> <p>(DVD) Unit Song – People Must Pay</p>
H-SS	1.6.1 Understand the concept of exchange and the use of money to purchase goods and services.	<p>Lesson 1.6.1</p> <p> Digital Path TE p. 64T1 (DVD) Introduction and Video – Using Money</p> <p>Print Partner – Wants and Needs (Appendix p.)</p> <p><i>Unit Project – A Free-Market Economy</i> TE pp. 61T8- 9</p> <p> <i>Digital Path - Online Interactive Practice: Goods and Services</i> TE p. 64T1</p> <p> Text Path TE p. 61T12</p> <p>Flip Chart - Memories of Cannery Row TE p. 61T6; flip chart pp. 30-31</p> <p><i>ELA Transparencies Envelope, R16 - Sequence, Classify</i> TE p. 61T11</p> <hr/> <p><i>English Learners – Using Money</i> TE p. 61T11</p> <hr/> <p><i>Extra Support – Access Prior Knowledge</i> TE p. 61T11</p> <hr/> <p><i>Challenge – Apply Concepts</i> TE p. 61T11</p> <p> Active Path TE pp. 64T2-4</p> <p><i>Find Out More – How do People Use Money?</i> TE p. 64T5</p> <p><i>Lesson Assessment</i> TE pp. 64T6-7 or online version</p> <p><i>Unit Project</i> TE pp. 61T8-9</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
H-SS	1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	<p><i>Leveled Content Readers can be used at any time throughout Unit 6</i> TE p. 68T10</p> <p>Lesson 1.6.2  Digital Path TE p. 68T1 (DVD) Introduction and Video – How We Get Goods</p> <p>Print Partner – From Farm to Home (Appendix p.)  Text Path TE p. 65T4</p> <p>Flip Chart - Famous People TE p. 61T7; flip chart p. 32</p> <p><i>ELA Transparencies Envelope, R17 - Sequence, Root Words</i> TE p. 65T3</p> <p><i>Biography Cards - Question and Answer</i> TE p. 61T3</p> <p> <i>Digital Path - Online Interactive Practice: Farm to Table</i> TE p. 68T1</p> <hr/> <p><i>English Learners – Sequence Steps</i> TE p. 65T3</p> <hr/> <p><i>Extra Support – Make Connections</i> TE p. 65T3</p> <hr/> <p><i>Challenge – Extend Concepts</i> TE p. 65T3</p> <p> Active Path TE pp. 68T2-4</p> <p><i>Find Out More – How do goods get to people?</i> TE p. 68T5</p> <p>Read- Aloud Literature - <u>Apple Farmer Annie</u> TE p. 68T11</p> <p><i>Vocabulary Cards - Drawing Game</i> TE p. 61T3</p> <p><i>Lesson Assessment</i> TE pp. 68T6-7 or online version</p> <p><i>Our Study Journal</i> TE p. 61T7; flip chart p. 33</p>

STANDARD	OBJECTIVE	TEXT SUPPORT
		<i>Unit 6 Assessment TE pp. 68T25-28 or online version</i> <i>Culminating Writing Activity TE pp. 68T21- 24</i>