

**KINDERGARTEN MATH STANDARDS  
2004**

**ALGEBRA-Using numbers and symbols to solve equations and find the unknown.  
Chapters 1, 2, 3, 13 and 14**

**1.1 Compare collections of objects to determine more, less, and equal (greater than and less than).**

Rote counting (in sequence)

Understand the vocabulary: more, less than, equal, set, fewer, greater than, sort, graph

One to one correspondence

Numbers represent quantity

Use logic posters

Materials: Houghton Mifflin-Chapter 3

*analyzes*

**1.2 Use concrete objects to model the meaning of the “+” and “-” symbols.**

Understand the vocabulary: plus sign, minus sign, addition sign, subtraction sign, equal sign, sum, difference, doubles, addition and subtraction sentence, add, sum, join, take apart, add on,

Use manipulatives, counters, and/or number line to visualize joining and taking apart.

Use logic posters

Materials: Houghton Mifflin – Chapter 13 and 14

*application*

**1.3 Identify and extend two-part repeating patterns using objects.**

Understand the vocabulary: positional words (top, middle, bottom, before, after, Between, left, right, inside, outside, over, down, on top of, under, up on, Pattern, repeating pattern, growing pattern)

Use shapes, colors, sounds, sizes, symbols, letters, etc. to make patterns.

Use logic posters

Make meaning of patterns in life (numbers, season, school year, clothing, etc.).

See what comes next?

Materials: Houghton Mifflin – Chapter 2

*comprehension*

**1.4 Sort and classify objects according to one attribute.**

Understand the vocabulary: alike, different, same, sort, big, small, circle, triangle, Square, rectangle, sort, sorting rule

*application  
analysis*

Use manipulatives to understand this concept.  
Use logic posters

Materials: Houghton Mifflin – Chapter 1

**GEOMETRY-The mathematics of the properties, measurement, and relationships  
of points, lines, angles, surfaces, and solids.  
Chapter 5, 2**

**2.1 Identify basic two-dimensional (plane) figures.**

*knowledge*

Vocabulary: circle, square, triangle, rectangle, up, down, left, right, symmetry,  
equal parts, halves, likely, unlikely, tally, predict, likely, unlikely

Identify and model halves

Recognize and represent fractional parts of a whole ( $1/2$ )

Use pictures to sort real-word problems

Identify and discuss the likelihood of a given situation based on known facts and  
Chance

Predict and record outcomes of activities dependent on chance

Materials: Houghton Mifflin – Chapter 5

**2.2 Identify and describe geometric objects in the environment and describe  
their position.**

*knowledge  
comprehension*

Understand the vocabulary: positional words (top, middle, bottom, before, after,  
Between, left, right, inside, outside, over, down, on top of, under, up on,  
Pattern, repeating pattern, growing pattern)

Understand that geometry is in life.

Materials: Houghton Mifflin –Chapter 2

Extension at end of year: Chapter 6 – three-dimensional figures

**MEASUREMENT - The act of measuring or the process of being measured  
Chapters 9,10,11,12**

**3.1 Tell time to the hour using analog and digital clocks.**

*knowledge*

Vocabulary: hour, hands, analog, digital, calendar, yesterday, today, tomorrow,  
morning, afternoon, evening,

Introduce vocabulary: first, second, third, next, last

Houghton Mifflin: Chapter 9

**3.2 Name the days of the week.**

*knowledge*

Vocabulary: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday,  
Saturday, Sunday, yesterday, today, tomorrow, weekend, weekday

Houghton Mifflin: Chapter 9

**3.3 Identify and understand the value of pennies, nickels, and dimes using money models.**

*knowledge  
understand*

Vocabulary: penny, nickel, dime, sorting, graph, cent, coin, quarter  
Understand the value of money.

Houghton Mifflin: Chapter 10

**3.4 Use whole number approximations for length using non-standard units of measure.**

*application*

Vocabulary: measure, long, longer, longest, length, short, shorter, shortest, tall,  
taller, tallest, estimate

Houghton Mifflin: Chapter 11

**3.5 Compare and order concrete objects by length, height, and weight.**

*application  
analyze*

Vocabulary: balance, balance scale, heavy, light, lighter, lightest, heavy,  
Heavier, heaviest, empty, empty, full, holds more, holds less,  
Holds the most, holds the least, calendar, rules, thermometer,  
Calendar, bowls of water

Houghton Mifflin: Chapter 11 and 12

**NUMBER SENSE- Using numbers to make meaning.  
Chapters 4, 5, 7, 8, 13, 14, 15**

**4.1 Read, write, count, and sequence numerals to 20.**

*comprehension  
application  
application*

Vocabulary: zero-twenty (numerals), more fewer, between  
Introduce: ordinal – first, second, third, fourth, fifth

Houghton Mifflin: Chapters 4, 7, 8, 15

**4.2 Use fraction models to create one half of a whole.**

*application  
synthesis*

Houghton Mifflin: Chapter 5

**4.3 Solve addition and subtraction problems up to 10 in context.**

Vocabulary: add, join, put together, add, plus sign, equal sign, plus  
Sign, equal sign, addition sentence, sum, penny, sum, doubles,  
Subtract, minus sign, subtraction sentence, minus

*applying*

Houghton Mifflin: Chapter 13 and 14

**STATISTICS AND PROBABILITY**

**Statistics - A numerical value, such as standard deviation or mean, that characterizes the sample or population from which it was derived**

**Probability - The quality or condition of being probable; likelihood.**

**Chapter 3**

*knowledge*

**5.1 Describe data represented in simple graphs using real objects and in pictographs.**

Vocabulary: sort, graph, pictograph, more, less, equal, fewer,

Houghton Mifflin: Chapter 3 – other Chapters reinforce this standards

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS  
KINDERGARTEN**

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**Unit 1---Being A Good Citizen**

**\*\*Essential Questions:**

- 1) What is a citizen?
- 2) What are some characteristics of good citizens?
- 3) What is a rule/law?
- 4) Why does everyone need to follow laws and rules?
- 5) What would you say to someone who is going to disobey a rule or law?

**K.C.2.1. Students are able to recognize the important actions required in demonstrating citizenship.**

\*Content: Citizen, citizenship, responsibility, respect, cooperate, sharing, laws, rules, voting, Pledge of Allegiance, flag etiquette, problem and solution, volunteering

\*Resources/Materials: Unit 1 (All of it), flip charts (Unit 1, pp. 3-11 and Unit 3, p. 33), Boys Town model, Social Studies leveled reading books, SAFE program

**K.C.2.2. Name the attributes of a good citizen.**

\*Content: Citizen, citizenship, responsibility, respect, cooperate, sharing, laws, rules, voting, Pledge of Allegiance, flag etiquette, problem and solution, volunteering

\*Resources/Materials: Unit 1 (All of it), flip charts (Unit 1, pp. 3-11 and Unit 3, p. 33), Boys Town model, Social Studies leveled reading books, SAFE program

**K.US.1.1. Students are able to identify examples of legendary and/or historical American figures.**

\*Content: Mary McLeod Bethune

\*Resources/Materials: Unit 1 (pp. 61-63), flip chart (Unit 1, p. 11)

**\*\**These standards should be taught and practiced, but mastery is not yet expected.***

## Unit 2---My Country

**\*\*Essential Questions:**

- 1) What are some patriotic symbols of the United States?
- 2) What are the ways in which we show respect for the United States flag?
- 3) Why do we vote in the United States?
- 4) How could voting be used to make decisions at home and at school?

**K.C.1.1. Students are able to identify patriotic symbols and participate in activities.**

\*Content: National flag, Pledge of Allegiance, patriotic symbols, bald eagle, USA, Statue of Liberty, Mount Rushmore, Liberty Bell, famous memorials, White House, US Capitol, etc.

\*Resources/Materials: Unit 2 (Lessons 1 and 2), Activity Pattern (pp. A6-A7), flip chart (pp. 14-16), Proud To Be An American leveled reader

**K.C.2.1. Students are able to recognize the important actions required in demonstrating citizenship.**

\*Content: Citizen, citizenship, responsibility, respect, cooperate, sharing, laws, rules, voting, Pledge of Allegiance, flag etiquette, problem and solution, choices, volunteering

\*Resources/Materials: Unit 2 (pp. 113-116), flip chart (Unit 3, p. 33)

**K.US.1.1. Students are able to identify examples of legendary and/or historical American figures.**

\*Content: Benjamin Franklin

\*Resources/Materials: Unit 2 (pp.117-120), flip chart (p. 20), Timelink event cards

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## Unit 3---Workers

**\*\*Essential Questions:**

- 1) Why do people work?
- 2) What are some occupations?
- 3) What are needs and wants?
- 4) Why can't we have everything we want?
- 5) What are some ways you can volunteer your time?

**K.E.1.1. Students are able to identify occupations with simple descriptions of work.**

\*Content: Occupations, work, jobs, careers, tools, volunteering

\*Resources/Materials: Unit 3 (Lesson 1), Unit 3 Leveled Readers, flip chart (pp. 27-28 and p. 33), picture vocabulary cards

**K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).**

\*Content: Needs vs. wants, goods, services, money, saving, spending, choices

\*Resources/Materials: Unit 3 (Lesson 2), flip chart (pp. 31-32), picture vocabulary cards

**K.E.1.3. Students are able to describe the role of money in everyday life.**

\*Content: Money, needs vs. wants, spending, buying, saving, goods, services, choices

\*Resources/Materials: Unit 3 (Lesson 2), flip chart (pp. 31-32), picture vocabulary cards, Off to Work We Go leveled reader

**K.US.1.1. Students are able to identify examples of legendary and/or historical American figures.**

\*Content: Cesar Chavez

\*Resources/Materials: Unit 3 (pp. 184-187), flip chart (Unit 3, p. 35)

## Unit 4---Where We Live

**\*\*Essential Questions:**

- 1) What color is water on a map or globe?
- 2) How are globes and maps alike?
- 3) How are globes and maps different?
- 4) How would a map be useful to you?

**K.G.1.1. Students are able to use map colors to recognize land and water.**

\*Content: Maps, land, water, colors, location, Earth

\*Resources/Materials: Unit 4 (Lesson 1), flip chart (pp. 43-44), atlas, globe, Unit 4 leveled readers, picture vocabulary cards, Map and Globe Skill (p. 235-238)

**K.G.1.2. Students are able to compare the globe and a map as models of the Earth.**

\*Content: Globe, map, poles, Earth, land, water

\*Resources/Materials: Unit 4 (Lesson 2), Map and Globe Skill (p. 235-238), flip chart (p. 45)

**K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school.**

\*Content: Directions, map of the school, map of classroom, map key, symbols, model

\*Resources/Materials: Unit 4 (Lesson 2), map of school, map of classroom

**K.US.1.1. Students are able to identify examples of legendary and/or historical American figures.**

\*Content: John Chapman (a.k.a. Johnny Appleseed)

\*Resources/Materials: Unit 4 (pp. 257-260), flip chart (p.51), Fifteen Easy-To-Read Biography Mini-Books by Scholastic



## Unit 5---Time Goes By

**K.US.1.1. Students are able to identify examples of legendary and/or historical American figures.**

\*Content: George Washington, Abraham Lincoln

\*Resources/Materials: Unit 5 (pp. 309-312), Unit 6 (pp. 339-344), flip chart (p. 59 and pp. 61-64), Changes leveled reader, Fifteen Easy-To-Read Biography Mini-Books by Scholastic

***\*\*These standards should be taught and practiced, but mastery is not yet expected.***

## **Unit 6---Stories of the Past**

**\*\*Essential Questions:**

- 1) What are some national holidays?
- 2) What are some ways that we celebrate national holidays?
- 3) What are the names of some famous American leaders?

**K.US.2.1. Students are able to identify local and national celebrations.**

\*Content: Holiday, national holidays, Native American Day, Ki-Yi Day

\*Resources/Materials: Unit 6 (Lesson 1), flip chart (pp. 65-67), text pp. H3-H18 (activities), Unit 6 leveled readers, picture vocabulary cards

**K.US.1.1. Students are able to identify examples of legendary and/or historical American figures.**

\*Content: Betsy Ross

\*Resources/Materials: Unit 6 (pp. 372-375), flip chart (p. 73), Fifteen Easy-To-Read Biography Mini-Books by Scholastic

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**SOUTH DAKOTA SOCIAL STUDIES STANDARDS  
K-2**

**Kindergarten U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
K.US.1.1 6 <sup>th</sup> Biographies in text + Historical American figures on Holidays	✓ Students are able to identify examples of legendary and/or historical American figures.  Example: Create a class big book about American figures such as Johnny Appleseed, Lewis & Clark, Sacagawea, Abraham Lincoln, George Washington, Squanto, and George Washington Carver.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

*Note: These skills should be taught and practiced although mastery is not expected at these grade levels.*

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
K.US.2.1 13- H18 Unit 6, Lesson 1	✓ Students are able to identify local and national celebrations.  Example: Listen to literature about Native American Day, Veterans' Day, Thanksgiving, Independence Day, Martin Luther King Day, and Presidents' Day.

**Kindergarten U.S. History  
Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**Kindergarten World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy	Standard, Supporting Skills, and Examples
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<b>Level</b>	
	(Mastery of this indicator does not emerge until third grade.)

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until second grade.)

**Kindergarten World History  
Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**Kindergarten Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
Unit 4 Unit 2, p. 15 (Application)	<b>K.G.1.1. Students are able to use map colors to recognize land and water.</b>  Example: Color land and water on a simple map.
Unit 4, Lesson 2 (Comprehension)	<b>K.G.1.2. Students are able to compare the globe and a map as models of the Earth.</b>  Example: Describe differences between a map and a globe.
Unit 4, p. 48 (Application)	<b>K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school.</b>  Example: Go on a treasure hunt through the school. ✓ Use a map and map symbols to name directions and poles.

**Kindergarten Geography  
Performance Descriptors**

<b>Advanced</b>	<b>Kindergarten students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create a simple map with areas of land and water;</li> </ul>
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	<ul style="list-style-type: none"> <li>• name similarities and differences of maps and globes;</li> <li>• guide others to specific areas of their school.</li> </ul>
<b>Proficient</b>	<b>Kindergarten students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• apply map colors to recognize land and water;</li> <li>• compare the globe and a map as models of the Earth;</li> <li>• demonstrate familiarity of their school's layout through daily tasks.</li> </ul>
<b>Basic</b>	<b>Kindergarten students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify land and water on a map;</li> <li>• identify a map and a globe;</li> <li>• identify specific areas of their school.</li> </ul>

**Kindergarten Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Unit 2, Lesson 2 K.C.1.1	✓ Students are able to identify patriotic symbols and participate in activities.  Examples: national flag , Pledge of Allegiance, Mount Rushmore

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Unit 1 + Unit 2 K.C. 2.1	✓ Students are able to recognize the important actions required in demonstrating citizenship.  Examples: Kids Voting; sharing responsibilities and respecting roles of members and leaders in a group; identifying ways to help others; respecting individual opinions and actions
K.C. 2.2	✓ Name the attributes of a good citizen.  Example: Listen and respond to literature with underlying themes of trust, respect, responsibility, fairness, caring.  Example: Character Counts or similar activities.

**Kindergarten Civics (Government)  
Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**Kindergarten Economics  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

Unit 3

Unit 3

Unit 3

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<b>K.E.1.1. Students are able to identify occupations with simple descriptions of work.</b>
(Knowledge)	<b>K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).</b>  <b>Example:</b> Create a booklet using magazine pictures to show wants and needs.
(Comprehension)	<b>K.E.1.3. Students are able to describe the role of money in everyday life.</b>  <b>Examples:</b> Role-play using money to purchase goods such as groceries; use money to pay for services such as babysitting.  <b>Example:</b> Describe the importance of saving money in order to buy something we need or want.

**Kindergarten Economics  
Performance Descriptors**

<b>Advanced</b>	<b>Kindergarten students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• identify job requirements for an occupation;</li> <li>• categorize pictures into needs and wants;</li> <li>• describe how money can be used other than purchasing goods.</li> </ul>
<b>Proficient</b>	<b>Kindergarten students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify occupations with simple descriptions of work;</li> <li>• identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries);</li> <li>• describe the role of money in everyday life.</li> </ul>

<b>Basic</b>	<b>Kindergarten students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name at least three occupations;</li> <li>• name a basic need and a want;</li> <li>• tell one use for money.</li> </ul>
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**KINDERGARTEN**

**SOCIAL STUDIES**

<b>STANDARD</b>	<b>MATERIALS NEEDED</b>	<b>TESTED</b>
<p><b>1.0 HISTORY STANDARDS</b></p> <p>1.1. Describe examples of past events in legends and historical accounts, such as stories of Johnny Appleseed, Betsy Ross, Squanto, and George Washington Carver.</p> <p>1.2. Recognize characteristics of American leaders through exposure to biographies of important people of our past, such as George Washington, Abraham Lincoln, Thomas Jefferson, Theodore Roosevelt and Rosa Parks.</p> <p>1.3. Connect people and events honored in commemorative holidays, including Native American Day, Veterans Day, Thanksgiving, Independence Day, Martin Luther King Day, Presidents' Day, and Memorial Day.</p> <p><b>2.0 GEOGRAPHY STANDARDS</b></p> <p>2.1. Compare and contrast the relative size and location of people, places, and things by identifying here/there, near/far, up/down, left/right, and behind/in front.</p> <p>2.2. Use a map and map symbols to recognize directions, continents, and poles.</p> <p>2.3. Use map symbols to recognize land, water, roads, and cities.</p> <p>2.4. Locate areas referenced in historically based legends and stories.</p> <p>2.5. Compare the globe and a map as models of the earth.</p> <p>2.6. Recognize that, in addition to maps and globes, geographic locations are communicated through various representational models: pictographs, bar graphs, and diagrams.</p> <p>2.7. Demonstrate familiarity with the layout of his or her school.</p> <p><b>4.0. ECONOMICS STANDARDS</b></p> <p>3.1. Match occupations with simple descriptions of work.</p> <p>3.2. Will identify basic economic concepts, including the difference between basic needs (food, clothing, and shelter) and wants (luxuries); and the practice of exchanging money for goods.</p>	<p>See Attached</p> <p>See Attached p. 214</p> <p>pp. 116-120 HI-H20</p> <p>pp 103-105</p> <p>pp 232-234</p> <p>pp 150-152</p> <p>pp 232-234</p> <p>pp 36-38, 161-163, 240-251</p> <p>pp 43-45</p> <p>pp 58-60, 96-99</p> <p>pp 106-108</p>	

2006-2007

## Grade K Science Kit Schedule

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Roosevelt	Earth Science (Ch. 4-5)	Space/Technology (Chapt. 9-10)	Life Science (Chapt. 1-3)	Physical Science (Ch. 6-8)
Jefferson	Physical Science (Ch. 6-8)	Life Science (Chapt. 1-3)	Space/Technology (Chapt. 9-10)	Earth Science (Ch. 4-5)
McKinley	Life Science (Chapt. 1-3)	Space/Technology (Chapt. 9-10)	Physical Science (Ch. 6-8)	Earth Science (Ch. 4-5)
Lincoln	Earth Science (Ch. 4-5)	Physical Science (Ch. 6-8)	Life Science (Chapt. 1-3)	Space/Technology (Chapt. 9-10)
Mellette	Space/Technology (Chapt. 9-10)	Earth Science (Ch. 4-5)	Physical Science (Ch. 6-8)	Life Science (Chapt. 1-3)

**\*Kits must be requested from the Science Center (reilm@wtn.k12.sd.us). They will not be sent out automatically.**

**\*Please ship the kit to the Science Center on or before the final day of your scheduled time, repacking all materials, using the list on the box for reference.**

**\*You may order kits if they have not been scheduled to be in another school. Your grade level has 2 kits for each science unit.**

**\*You may request other science materials or just the consumable materials from a box. Send a detailed list to reilm@wtn.k12.sd.us**

## **Kindergarten**

### **Nature of Science**

The nature of science is woven into each strand of the science curriculum. We believe that it is important to ask question, research, and understand the origin of scientific knowledge (inquiry methodology). We believe that we need to begin the science curriculum by teaching an inquiry-based lesson and modeling the process effectively in order to teach students how to do this.

- What is a scientist? (make prediction, hypothesis, graphing, discuss results)
- Using senses to observe the environment (see, hear, touch, taste)
- Text 13a,b,c,d

Create a chart for your classroom that is visible all year long...

### **Technology, Environmental and Society**

#### **1.0 Analyze various implications/effects of scientific advancements within the environment and society.**

- No mastery at this level
- Introduce recognize technology in school, home and community (Velcro, pencils, computers, refrigerators, etc.)
- Introduce care of environment around the school (pick up litter around the school)
- Introduce ways to reuse various materials (use both sides of a sheet of paper)
- Earth Day
- Weekly Reader supplement
- Big books "Where Does All the Garbage Go"

#### **2.0 Analyze the relationships/interactions among science, technology, environment, and society.**

- No mastery at this level.

## **Life Science**

#### **1.0 Understand the fundamental structures, functions, classifications, and mechanisms found in living.**

##### **1.1 Sort living from non-living things. (Chapter 1 – all chapter)**

- Example: Use concrete examples (non-pollen plants - allergies ), fish, snails, insects, worms, rocks/sand, sea shells, etc.)
- Vocabulary from text: non-living, object, living, plant, need, air, water, animal, light, space, shelter
- May overlap with math (sorting and classifying)
- Use magazines or pictures to group things into living and non-living.

-Introduce: Discuss the basic needs of plants and animals (what happens to plants one to two weeks without water)

-Science chapter does this well

-Little Book – Needs of Plants and Animals

-Introduce: Compare size and shape of living things (leaves from local trees, order mammals from smallest to largest)

-Use living things..

*Assessment: A) Identify basic needs of plants and animals*

*B) Compare size and shape of living things*

*C) Sort living from non-living things.*

## **2.0 Analyze various patterns and products of natural and induced biological change. (No mastery at this level) (Chapter 2 – Lesson 3)**

**-Do not need life cycle....**

Introduce: Recognize similarities and differences between animal offspring and their parents (match adults to babies)

-Memory Game

-Flash card vocabulary cards

-Animal mothers

-Growing and Changing (little book)

-Vocabulary to describe similarities

*A. Identify similarities between adult animals and their offspring.*

## **3.0 Analyze how organisms are linked to one another and the environment. (No master at this level) (Chapter 3 – Lessons 1,2)**

-“Plants and Animals All Around” – book

-LOCAL HABITAT (NE South Dakota)

-Introduce: Explore the local habitat. (conduct nature walks around school yard and neighborhood looking for specific examples of a variety of living things (plants, evidence of animals).

### **Physical Science**

#### **1.0 Describe structures and properties of, and changes in, matter.**

**1.1 Use senses to describe solid objects in terms of physical attributes. (Chapter 6 – Lesson 1,2) -Kindergarten needs to focus on the senses as a teaching unit! We can't assume that they understand this concept.**



- Explain how larger objects are made of smaller pieces.
- Use the senses... (**Teach the senses**)
- Examples: Use hand lenses to observe particle board to conclude that it is made from sawdust and woodchips and to see that fabric is made from fibers.
- math (sorting/classifying)
- Identify similarities/differences of various objects.
- Vocabulary: size, shape, color, weight, hard, soft, solid, liquid, matter, curve, different materials,
- Little book - Matter

Examples: Given a collection of shoes, students can describe ways the shoes are alike and ways the shoes are different.

*Assessment: A) Categorize solid objects by physical attributes.  
B) Describe solid objects in terms of physical attributes.*

## **1.2 Identify water in its solid and liquid forms. (Chapter 6, Lesson 3-4)**

- Observe ice in the environment.
- Example: Observe ice in/on ponds, icicles, frost on playground surfaces.
- Observe water in the environment.
- Example: Observe rain, puddles, river, water fountain.

Introduce: Observe physical changes in matter. (Observe melting chocolate, freezing ice cubes, bending straws, tearing paper, etc.)  
**(Chapter 6, Lesson 6) How do you make ice?**

*Assessment: A) Describe how to transform water from a solid to a liquid.  
B) Identify water in its solid and liquid forms.*

## **2.0 Analyze forces, their forms, and their effects on motions. (These skills are not at mastery level)**

- Introduce: Identify things that move (wheels, swings, bicycles, bodies)  
(Chapter 8, Lesson 1,2,3)
- Keep it simple
- “How Things Move”
- Introduce: Explore magnets (use magnets to test attraction. Test on wood, paper, water, metals, etc.)
- (Chapter 8, Lesson 6)
- Guided Inquiry (magnets) pp. 194-195

-Use different kinds of magnets

**3.0 Analyze interactions of energy and matter. (These skills should be taught and practiced although mastery is not expected at these grade levels.)**

- Introduce: Explore vibration and sound (Chapter 8, Lesson 5)
- Tapes – Senses (what is making the sound?)
- Talk to music teachers (instruments)
- Earobics materials
- Reading First – using objects to isolate sounds

-Example: Use musical instruments, voice box, rubber bands, to see/feel vibrations and hear different sound tones, pitches, etc.

### **Earth Science**

**1.0 Analyze the various structures and processes of the Earth system.**

**1.1 Describe simple Earth patterns in daily life. (Chapter 5-weather and seasons) (Chapter 9 – night/day – Lesson 1,2)**

- Example: weather observations, seasons, night and day
- Little Book “Weather and Seasons”
- Little Book “Day and Night”

- Introduce: explore rocks, sand, water, and soil (example of tools to include sand, water table, sifters, screens) (Chapter 4, Lesson1)
- Inquiry pp. 82-83 lesson (good experiment)
- Little Book “Our Land, Water, and Air”

*Assessment: A) Identify the seasons  
B) Describe simple Earth patterns in daily life.*

**2.0 Analyze essential principles and ideas about the composition and structure of the universe. (No mastery of this indicator)**

**Do Not Use (Chapter 2 – Lesson 1,2,4,5)  
(Chapter 3 – Lesson 3,4,5)  
(Chapter 4 – Lesson 2-6)  
(Chapter 6 – Lesson 5)  
(Chapter 7)  
(Chapter 8 – Lesson 4)  
(Chapter 9 – Lesson 3,4)  
(Chapter 10)**

**DoUse:** (Chapter 1)  
(Chapter 2 – Lesson 3)  
(Chapter 3 – Lesson 1,2)  
(Chapter 4 – Lesson 1)  
(Chapter 5)  
(Chapter 6 – Lesson 1-4,6)  
(Chapter 8 – Lesson 1-3,5-6)  
(Chapter 9 – Lesson 1,2)

## GRADE ONE MATH STANDARDS

### ALGEBRA

**ALGEBRA-Using numbers and symbols to solve equations and find the unknown to make meaning (sense).**

**Chapters 1, 7, 8, 11, 12, 15**

**1.1 Use the concepts and language of equal to, greater than, and less than to compare numbers and sets (0 to 20)**

Vocabulary: add, sum, subtract, difference, bar graph, equal to, greater than, equal to, more, number line, before, after, between, symbols (greater than, less than, =) Note: Successmaker uses symbols for greater than, less than, = Thinking strategy (one dot to smaller number, two dots to larger numbers)

\*For numbers 0-20, identify one more/one less.

\*Write the words less than or greater than between two numbers.

\*Identify the number that is great than /less than.

Prior knowledge: Numbers 0-20, one to one correspondence

Materials: Houghton Mifflin – Chapter 1 and 11, 12, 15

**1.2 Solve open addition and subtraction sentences with one unknown (□) using numbers equal to or less than 10.**

Vocabulary: addend, math sentences

Prior Knowledge: fact families, equations, balancing equations

Materials: Chapters 15 (one page), Some enrichment (Ch. 3), Problems of Day

\*need supplement this standard because material in text is incomplete

**1.3 Students are able to write and solve number sentences from problem situations using + or – and = with numbers to 10.**

Prior Knowledge: fact families, number sentences

Materials: All Chapters (lesson in each chapter regarding problem solving)

Algebra – needs to be an unknown in order to be an algebra problem – the Houghton Mifflin book tells us which is algebra

**1.4 Identify and extend repeating patterns containing multiple elements using objects and pictures.**

- \*Describe or demonstrate the next element in repeating patterns, (Ex. rhythm, color, and shape)
- \*Find patterns or relations in data organized in tables or charts to determine what should come next.

Vocabulary: patterns, before, after, next, alike, different, Successmaker note: flip, turn, slide

Materials: Houghton Mifflin - Chapter 8

**1.5 Determine common attributes in a given group and identify those objects that do not belong.**

Vocabulary: sort, alike, different, describe, compare, attributes (book uses this term)

- \*Use attribute blocks

Materials: Houghton Mifflin- Chapter 7

**GEOMETRY The mathematics of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids.  
Chapter 7 and 8**

**2.1 Describe characteristics of plane figures.**

Vocabulary: square, rectangle, triangle, circle, sides, corner

- \*use geometry blocks

Materials: Houghton Mifflin –Chapter 7

Example: A circle is round. A triangle has three straight lines.

**2.2 Sort basic three-dimensional figures.**

Vocabulary: sphere, cube, cylinder, cone, face, edges, corner, curve Note: Successmaker adds convex and concave

Materials: Houghton Mifflin – Chapter 7

**2.3 Describe proximity of objects in space.**

Vocabulary: near, far, up, down, below, beside, over, under, between, right, left, behind, in front of, above, next to

\*positional words

Materials: Houghton Mifflin – Chapter 8

**MEASUREMENT The act of measuring or the process of being measured**  
**Chapter 13, 14, 17, 18**

**3.1 Tell time to the half hour using analog and digital clocks and order a sequence of events with respect to time.**

Vocabulary: analog, digital, hour, hour hand, minute hand, o'clock, before, after, yesterday, today, tomorrow Successmaker: This is a strong skill and is working on time elapsed, etc.

Materials: Houghton Mifflin – Chapter 13

**3.2 Find a date on a calendar.**

Vocabulary: months, weeks, days, numbers to 31, order of months, days, weeks,

\*Get different calendars for classroom use to be able to do this standard.

Materials: Houghton Mifflin – Chapter 13

**3.3 Use different combinations of pennies, nickels, and dimes to represent money amounts up to 25 cents.**

Vocabulary: penny, nickel, dime, quarter, cents

\*State the value of pennies, nickels, and dimes using money models and pictures.

Prior Knowledge: Skip count and count on

Materials: Houghton Mifflin – Chapter 14

**3.4 Estimate weight using non-standard units of measure.**

Vocabulary: weight, heavier, lighter,

Example: The cookie weight about \_\_\_\_\_ unifix cubes.

Materials: Houghton Mifflin – Chapter 17

**3.5 Identify appropriate measuring tools for length, weight, capacity, and temperature.**

Vocabulary: length, weight, capacity, temperature, thermometer, ruler, scale, containers, scale, liter,

Materials: Houghton Mifflin – Chapter 18

**3.6 Compare and order concrete objects by temperature and capacity.**

Vocabulary: See above, temperature (hotter, colder) capacity (holds more, holds less)

Materials: Houghton Mifflin – Chapter 18

**NUMBER SENSE Using numbers to make meaning.  
Chapter 2, 3, 5, 6, 9, 11, 12, 19**

**4.1 Read, write, count, and sequence numerals to 50.**

\*Say the forward and backward number word sequences in the range of 0-50

\*Say the number before and after a given number in the range 0-50

\*Use one-to-one correspondence.

\*Keep track of what's been counted.

\*Associate verbal names and standard numerals with whole numbers to 50.

\*Count objects in a given set and write the corresponding numeral.

\*Place value of tens and ones

**\*Identify ordinal positions using an ordered set of objects, 1<sup>st</sup> through 20<sup>th</sup>.**

Vocabulary: Numbers 0-50, before, after, between

Houghton Mifflin – Chapter 11 and 12 (up to 100) (Chapter 1 has 1-20)

**4.2 Use unit fraction models to create parts of a whole.**

\*Determine ways in which shapes can be divided into equal pieces (fourths, halves, and thirds)

Vocabulary: fourths, halves, thirds, whole

Houghton Mifflin – Chapter 9

**4.3 Solve addition and subtraction problems with numbers 0 to 20 written in horizontal and vertical formats using a variety of strategies.**

Examples of strategies: doubles, near-doubles, one more, one less, making tens,  
Breaking numbers apart, commutative property, using landmark  
Numbers, mental math, relating to money, internalizing number,  
Estimation, inverse operations, compensations, number lines

Houghton Mifflin – Chapter 2, 3, 5, 6, 19,

#### **4.4 Solve addition and subtraction problems up to 20 in context.**

\*Represent problem situations and solve using concrete objects, pictures, or numbers

\*Explain how one arrives at solutions to problems

\*Select appropriate operations (s)

\*Estimate to determine if a given answer is reasonable

\*Problem solving.

Houghton Mifflin – Chapter 19 (Problem Solving throughout the book – if not Specific to Algebra then it is number sense)

### **STATISTICS & PROBABILITY**

**Statistics - A numerical value, such as standard deviation or mean, that characterizes the sample or population from which it was derived**

**Probability - The quality or condition of being probable; likelihood.**

**Chapter 4, 9**

#### **5.1 Display data in simple picture graphs with units of one and bar graphs with intervals of one.**

Example: modes of transportation to school, pets owned by students, articles of clothing

Vocabulary: graph, data, pictograph, tally, bar graph, tally chart

Houghton Mifflin – Chapter 4

#### **5.2 Answer questions from organized data.**

Example: What observation can you make from this graph?

\*interpret the data

Houghton Mifflin- Chapter 4

#### **5.3 Recognize whether the outcome of a simple event is impossible or possible.**



Vocabulary: certain, impossible, probable, more likely, less likely, equally  
Likely

Houghton Mifflin – Chapter 9

**SOUTH DAKOTA SOCIAL STANDARDS**  
**Grade 1**

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**Unit 1---Rules and Laws**

**\*\*Essential Questions:**

- 1) What is the difference between a law and a rule?
- 2) Why are rules and laws important?
- 3) What are some things that make a person a good citizen?
- 4) What are some examples of family rules, school rules, and community rules?

**1.C.2.1. Students are able to list rules in different groups for different situations.**

\*Content: Family rules, school rules, community rules, rules, laws, citizen, responsibility, fair, problems, solution, cause and effect

\*Resources/Materials: School resource officer (guest speaker), pp. 2-25, Workbook pp. 1-3, textbook website ([harcourtschool.com/ss1](http://harcourtschool.com/ss1)), student periodicals

**1.C.2.2. Students are able to identify the attributes of good citizenship.**

\*Content: Citizenship, rules, laws, responsibility, respect, voting, volunteer

\*Resources/Materials: Volunteer center person (guest speaker), pp. 10-19, pp. 26-27, pp. 34-44, Workbook pp. 6 and 8, textbook website, student periodicals, Boys Town, pp.278-279 (Unit 6, Citizenship)



## Unit 2---Where People Live

### \*\*Essential Questions:

- 1) How can a map help a person find places?
- 2) How are map symbols used to find a location?
- 3) What is a continent?
- 4) What is an ocean?

### **1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.**

\*Content: Map, map key, symbols

\*Resources/Materials: pp.20-21 (from Unit 1), pp. 54-55, Workbook p. 4

### **1.G.1.2. Students are able to use a picture map to locate an address.**

\*Content: Directions, location, address, picture map, neighborhood

\*Resources/Materials: pp. I10-I11, p. 56, pp. 72-73, p. 95, pp. 236-237, textbook website, Workbook p. 45

### **1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.**

\*Content: Globe, map, continent, ocean, Earth

\*Resources/Materials: pp. 60-61, Workbook p. 13, World map p. A12, p. R2, p. R4, textbook website



## **Unit 3---We Love Our Country**

### **\*\*Essential Questions:**

- 1) What are the national holidays?
- 2) Why do we have national holidays?
- 3) What are some symbols of the United States?
- 4) What are some landmarks of the United States?

### **1.US.2.1. Students are able to connect people and events honored in commemorative holidays.**

\*Content: National holiday, hero, calendar, Labor Day, Native American Day, Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, Independence Day

\*Resources/Materials: War veteran guest speaker, Native American guest speaker, pp. 128-137, pp. H1-H18, Workbook p. 26 textbook website, student periodicals, pp. 210-219 (Unit 5 Lesson 1, Native American culture)

### **1.C.1.1. Students are able to identify American symbols and landmarks.**

\*Content: American symbols and landmarks

\*Resources/Materials: pp. 116-127, Workbook pp. 23-25, textbook website, student periodicals



## Unit 4---Our Changing World

**\*\*Essential Questions:**

- 1) What is a timeline?
- 2) How are the lives of people today different from the lives of people of long ago? (communication, tools, schools, communities, transportation, technology)
- 3) How are the lives of people today similar to the lives of people of long ago? (communication, tools, schools, communities, transportation, technology)
- 4) How have you changed over time?

**1.US.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.**

\*Content: Timelines, change (communication, tools, schools, communities, transportation, technology), past, present

\*Resources/Materials: Unit 4 with the exception of pp. 190-191, textbook website, Workbook pp. 30-36, interactive timeline p. 193, I Change template p. A10





## **Unit 5---Meeting People**

**\*\*Essential Questions:**

- 1) What is a culture?
- 2) What is a custom?
- 3) How do people celebrate their cultures?
- 4) What are some holidays that are celebrated in other countries?

**1.W.2.1. Students are able to identify holidays celebrated in other countries.**

\*Content: Celebrations, customs, culture, holiday, Cinco de Mayo, Hanukkah, Kwanzaa, St. Patrick's Day, Christmas

\*Resources/Materials: pp. 220-235, textbook website, online material, student periodicals, read alouds



## Unit 6---The Marketplace

**\*\*Essential Questions:**

- 1) What are goods and services?
- 2) What jobs provide goods?
- 3) What jobs provide services?
- 4) What is the difference between the needs and wants of a family?
- 5) How do families choose what to spend their money on?

**1.E.1.1. Students are able to define goods and services.**

\*Content: Goods, services, trade, market, jobs, businesses, factory, money

\*Resources/Materials: All of Unit 6, hands on activities, Workbook p. 51, p. 53, p. 57

**1.E.1.2. Students are able to explain choices families have to make when buying goods and services.**

\*Content: Goods, services, save money, spend money, volunteer, choices, wants vs. needs, scarce

\*Resources/Materials: All of Unit 6, hands on activities, Workbook (p. 49, p. 51, p. 53, p. 57)



**SOUTH DAKOTA SOCIAL STANDARDS**  
**Grade 1**

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**Unit 1--Rules and Laws**

**\*\*Essential Questions:**

- 1) What is the difference between a law and a rule?
- 2) Why are rules and laws important?
- 3) What are some things that make a person a good citizen?
- 4) What are some examples of family rules, school rules, and community rules?

**1.C.2.1. Students are able to list rules in different groups for different situations.**

\*Content: Family rules, school rules, community rules, rules, laws, citizen, responsibility, fair, problems, solution, cause and effect

\*Resources/Materials: School resource officer (guest speaker), pp. 2-25, Workbook pp. 1-3, textbook website ([harcourtschool.com/ss1](http://harcourtschool.com/ss1)), student periodicals

**1.C.2.2. Students are able to identify the attributes of good citizenship.**

\*Content: Citizenship, rules, laws, responsibility, respect, voting, volunteer

\*Resources/Materials: Volunteer center person (guest speaker), pp. 10-19, pp. 26-27, pp. 34-44, Workbook pp. 6 and 8, textbook website, student periodicals, Boys Town, pp.278-279 (Unit 6, Citizenship)



## Unit 2---Where People Live

### \*\*Essential Questions:

- 1) How can a map help a person find places?
- 2) How are map symbols used to find a location?
- 3) What is a continent?
- 4) What is an ocean?

### **1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.**

\*Content: Map, map key, symbols

\*Resources/Materials: pp.20-21 (from Unit 1), pp. 54-55, Workbook p. 4

### **1.G.1.2. Students are able to use a picture map to locate an address.**

\*Content: Directions, location, address, picture map, neighborhood

\*Resources/Materials: pp. 110-111, p. 56, pp. 72-73, p. 95, pp. 236-237, textbook website, Workbook p. 45

### **1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.**

\*Content: Globe, map, continent, ocean, Earth

\*Resources/Materials: pp. 60-61, Workbook p. 13, World map p. A12, p. R2, p. R4, textbook website





## Unit 3---We Love Our Country

### \*\*Essential Questions:

- 1) What are the national holidays?
- 2) Why do we have national holidays?
- 3) What are some symbols of the United States?
- 4) What are some landmarks of the United States?

### **1.US.2.1. Students are able to connect people and events honored in commemorative holidays.**

\*Content: National holiday, hero, calendar, Labor Day, Native American Day, Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, Independence Day

\*Resources/Materials: War veteran guest speaker, Native American guest speaker, pp. 128-137, pp. H1-H18, Workbook p. 26 textbook website, student periodicals, pp. 210-219 (Unit 5 Lesson 1, Native American culture)

### **1.C.1.1. Students are able to identify American symbols and landmarks.**

\*Content: American symbols and landmarks

\*Resources/Materials: pp. 116-127, Workbook pp. 23-25, textbook website, student periodicals



## Unit 4---Our Changing World

### \*\*Essential Questions:

- 1) What is a timeline?
- 2) How are the lives of people today different from the lives of people of long ago? (communication, tools, schools, communities, transportation, technology)
- 3) How are the lives of people today similar to the lives of people of long ago? (communication, tools, schools, communities, transportation, technology)
- 4) How have you changed over time?

### **1.US.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.**

\*Content: Timelines, change (communication, tools, schools, communities, transportation, technology), past, present

\*Resources/Materials: Unit 4 with the exception of pp. 190-191, textbook website, Workbook pp. 30-36, interactive timeline p. 193, I Change template p. A10



## **Unit 5---Meeting People**

**\*\*Essential Questions:**

- 1) What is a culture?
- 2) What is a custom?
- 3) How do people celebrate their cultures?
- 4) What are some holidays that are celebrated in other countries?

**1.W.2.1. Students are able to identify holidays celebrated in other countries.**

\*Content: Celebrations, customs, culture, holiday, Cinco de Mayo, Hanukkah, Kwanzaa, St. Patrick's Day, Christmas

\*Resources/Materials: pp. 220-235, textbook website, online material, student periodicals, read alouds



## Unit 6---The Marketplace

### \*\*Essential Questions:

- 1) What are goods and services?
- 2) What jobs provide goods?
- 3) What jobs provide services?
- 4) What is the difference between the needs and wants of a family?
- 5) How do families choose what to spend their money on?

### **1.E.1.1. Students are able to define goods and services.**

\*Content: Goods, services, trade, market, jobs, businesses, factory, money

\*Resources/Materials: All of Unit 6, hands on activities, Workbook p. 51, p. 53, p. 57

### **1.E.1.2. Students are able to explain choices families have to make when buying goods and services.**

\*Content: Goods, services, save money, spend money, volunteer, choices, wants vs. needs, scarce

\*Resources/Materials: All of Unit 6, hands on activities, Workbook (p. 49, p. 51, p. 53, p. 57)





**First Grade U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p><b>1.US.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.</b></p> <p><b>Example:</b> Use primary sources such as documents, letters, diaries, maps, photos, videos, and oral histories.</p> <p>✓ Identify the accomplishments of historical figures.</p> <p><b>Examples:</b> Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, Crazy Horse, Billy Mills, Charles Curtis, and Abraham Lincoln</p> <p>✓ Identify ways people, places, and things change over time.</p> <p><b>Examples:</b> transportation, communication, clothing, schools, and communities</p>

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>1.US.2.1. Students are able to connect people and events honored in commemorative holidays.</b></p> <p><b>Example:</b> Write letters to veterans on Veterans' Day.</p> <p><b>Example:</b> Role-play the first Thanksgiving feast.</p> <p><b>Example:</b> Build a Native American village for Native American Day.</p>

**First Grade U.S. History  
Performance Descriptors**

Advanced	<p><b>First grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• create and explain a personal timeline;</li> <li>• explain why people and events are honored in commemorative holidays.</li> </ul>
Proficient	<p><b>First grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• use timelines from birth to present to relate self and family to changes over time;</li> <li>• connect people and events to commemorative holidays.</li> </ul>
Basic	<p><b>First grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• recognize that events on a timeline are recorded in chronological order;</li> <li>• participate in classroom holiday activities.</li> </ul>

**First Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create a set of rules for a group;</li> <li>• invent a new American symbol;</li> <li>• demonstrate the attributes of good citizenship in their classroom interactions.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• list rules in different groups for different situations;</li> <li>• name three American symbols or landmarks;</li> <li>• identify the attributes of good citizenship.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name three classroom rules;</li> <li>• name an American symbol or landmark;</li> <li>• participate in classroom citizenship activities.</li> </ul>

**First Grade Economics  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>1.E.1.1. Students are able to define goods and services.</b> <b>Example:</b> Set up a school store and stuffed animal vet's office. <b>Example:</b> Sort examples of goods and services. ✓ Identify different businesses in the community that provide goods and services for their families.
(Comprehension)	<b>1.E.1.2. Students are able to explain choices families have to make when buying goods and services.</b> <b>Example:</b> Venn diagram on wants and needs ✓ Describe ways people could earn money in order to buy something they want or need.

**First Grade Economics  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• describe a service they recently used;</li> <li>• tell why financial choices are necessary in family life.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• define goods and services;</li> </ul>
	<ul style="list-style-type: none"> <li>• explain choices families have to make when buying goods and services.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name a good or service;</li> <li>• participate in classroom economic activities.</li> </ul>

STANDARD	MATERIALS NEEDED	TESTED
<p><b>1.0 HISTORY STANDARDS</b></p> <p>1.1. Identify through biographies and stories the admirable deeds performed by past leaders, such as: Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, and Abraham Lincoln.</p> <p>1.2. Compare the lives of people and events associated with major holidays, including Native American Day, Thanksgiving, Veterans Day, Memorial Day, Independence Day, and Presidents' Day.</p> <p>1.3. Recall people and events from the past and make inferences about everyday life of the time period.</p> <p>1.4. Compare everyday life in school and community and recognize that people, places, and things change over time.</p> <p><b>2.0. GEOGRAPHY STANDARDS</b></p> <p>2.1. Construct a simple map using a map key and symbols.</p> <p>2.2. Use the globe to identify cardinal directions, the four oceans, the United States, South Dakota, and the local community.</p> <p>2.3. Use a picture map to locate home and school addresses.</p> <p><b>3.0. CIVICS STANDARDS</b></p> <p>3.1. Recognize attributes and consequences of citizenship that apply to family, school, and community units, such as respecting roles of authority, following rules created for the protection of all and accepting consequences of rules.</p> <p>3.2. Recognize political roles of leaders in the larger community such as the mayor, the governor, the legislators, the congressmen, senators, and the president.</p> <p>3.3. Differentiate between a paid worker and a volunteer.</p> <p>3.4. Acknowledge patriotic connections by explaining the design of the flag, understanding the importance of the eagle symbol, reciting the Pledge of Allegiance, and identifying the Lincoln Memorial and Washington monument.</p>	<p>W55, 174-175, 190-191</p> <p>H1-H18, 167, 172A-175A</p> <p>Weekly Reader</p> <p>Weekly Reader</p> <p>17, 94A-95A</p> <p>206A-207A</p> <p>48A-49A</p> <p>30, 72-73, 176-177, W51-W53</p> <p>92A-93, 174-175</p> <p>W24-W26</p> <p>175A</p> <p>181, 160-161</p>	



**STANDARD**

**4.0. ECONOMICS STANDARDS**

- 4.1. Describe the differences between human resources (people at work); natural resources (water, soil, wood, coal, etc.); and capital resources (machines, tools, etc.) used to produce goods or services.
- 4.2. Explain the differences between goods and services and how people are both buyers and sellers of goods and services.
- 4.3. Explain that limits on resources require people to make choices about producing and consuming goods and services

**MATERIALS NEEDED**

128A - 131,  
229A  
  
54, 218-219  
  
22-24

**TESTED**



2006-007

## Grade 1 Science Kit Schedule

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Roosevelt</b>	Earth Science (Ch. 6-7)	Space/Technology (Chapt. 11-12)	Life Science (Chapt. 1-5)	Physical Science (Ch. 8-10)
<b>Jefferson</b>	Physical Science (Ch. 8-10)	Life Science (Chapt. 1-5)	Space/Technology (Chapt. 11-12)	Earth Science (Ch. 6-7)
<b>McKinley</b>	Life Science (Chapt. 1-5)	Space/Technology (Chapt. 11-12)	Physical Science (Ch. 8-10)	Earth Science (Ch. 6-7)
<b>Lincoln</b>	Earth Science (Ch. 5-7)	Physical Science (Ch. 8-10)	Life Science (Chapt. 1-4)	Space/Technology (Chapt. 11-12)
<b>Mellette</b>	Space/Technology (Chapt. 11-12)	Earth Science (Ch. 6-7)	Physical Science (Ch. 8-11)	Life Science (Chapt. 1-5)

**\*Kits must be requested from the Science Center (reilm@wtn.k12.sd.us). They will not be sent out automatically.**

**\*Please ship the kit to the Science Center on or before the final day of your scheduled time, repacking all materials, using the list on the box for reference.**

**\*You may order kits if they have not been scheduled to be in another school. Your grade level has 2 kits for each science unit.**

**\*You may request other science materials or just the consumable materials from a box. Send a detailed list to reilm@wtn.k12.sd.us**



## **First Grade**

### **Nature of Science**

The nature of science is woven into each strand of the science curriculum. We believe that it is important to ask question, research, and understand the origin of scientific knowledge (inquiry methodology). We believe that we need to begin the science curriculum by teaching an inquiry-based lesson and modeling the process effectively in order to teach students how to do this.

- Begin with the scientific process
- Text scientific process XXII-XXVII
- Create a chart for your classroom that is visible all year long...

### **Technology, Environmental and Society**

#### **1.0 Analyze various implications/effects of scientific advancements within the environment and society. (Chapter 12, Lesson 1-4)**

- No mastery at this level
- Describe ways technology makes life easier for people. (computers, lamps, microwave, pencil sharpener, pens, etc.)
- Investigate natural resources and their uses
- Investigate how to recycle and reuse products made from natural resource
- Farm trip for first graders

#### **2.0 Analyze the relationships/interactions among science, technology, environment, and society.**

- No mastery at this level.
- Identify how technology has helped people solve everyday problems.
- Develop personal habits that display concern for the environment.

### **Life Science**

#### **1.0 Understand the fundamental structures, functions, classifications, and mechanisms found in living.**

##### **-Do not need living/non-living**

##### **1.1 Discover life needs of green plants. ( Chapter 1, Lesson 2 pp. 10-11)**

- Grow plants using variables such as sunlight/no sunlight, soil/no soil, sand or rock.
- Need to supplement this because this is not very well done in the text.

##### **1.2 Identify the parts of a plant. (Chapter 3 – Lesson 4)**

- Page 49E (flip chart) – activity – Use hand lens and label parts of plant.
- draw and label seeds, roots, stems, fruit
- draw a tree, plant, etc. and glue down and label the plant
- different types of plants (seeds, roots, stems, fruit) for comparison

*Assessment: A) Compare observable parts of plants  
B) Identify observable parts of plants.*

**1.3 List life needs of people and other animals. (Chapter 1 – Lesson 3)**

- basic needs of animals
- supplemental materials
- Make Kidspiration map
- Social Studies – Needs/wants of people

*Example: Illustrate life needs of an animal living in your area. (Be sure to include food, air, water, place to live as life needs.)*

**2.0 Analyze various patterns and products of natural and induced biological change.**

**2.1 Describe physical similarities and differences between parents and offspring. (Chapter 4, Lesson 3 pp. 96-97)**

- Supplement
- babies/parents
- Not life cycle (2<sup>nd</sup> grade standard)
- “Is your Mama a Llama”
- “Are you my Mother?”
- Physical Characteristics (similar/differences)
- Use pictures/graphic organizer to have students illustrate/describe the differences/similarities

Example: Tell how puppies are like dogs, ducklings are like ducks, etc.

*Assessment: A. Describe physical similarities and differences between parents and offspring.*

*B. Identify physical similarities and differences between parents and offspring.*

**3.0 Analyze how organisms are linked to one another and the environment.**

**3.1 Relate characteristics of plants and animals that allow them to live in specific habitats. (Chapter 2 – habitats, Chapter 3 – How animal uses what they need to live in the habitat)**

A3 (materials, activities) for teacher (hands on)

- Flip chart – How to create a habitat (25E – Chapter 2)
- Websites in book to find out extra science songs, etc.
- Example: Explain what physical characteristics allow a fish to live in water, or a cactus on the prairie, etc.

-Example: Wet two paper towels. Leave one flat and roll one up. Observe how rolled paper towel retains water better. Relate observations to the structure of a cactus.

*Assessment: A) Compare life needs of plants and animals in various habitats.  
B) Describe life needs of plants and animals in various habitats.*

## Physical Science

### 1.0 Describe structures and properties of, and changes in, matter.

#### 1.1 Categorize objects by physical attributes such as color, size and shape. pp. 76 – Plants and animals unit – sorted/categorized animals pp. 237 – Activity take 5 objects and sort Chapter 7 (math)

-Example: sort leaves, rocks, buttons, seeds, beans, animals

*Assessment: A) Create and explain categories for sorting solid objects by physical attributes.*

*B) Categorize solid objects by multiple physical attributes such as color, size, and shape.*

#### 1.2 Compare objects in terms of heavier or lighter. (Chapter 8 extra lesson pp 234-235)

-Math text (Chapter 17)  
-supplement  
-books in bookroom

Example: Use film canisters filled with various materials such as pennies, sand, yarn, popcorn, washers. Students order the canisters from lightest to heaviest.

*Assessment: Compare objects in terms of heavier or lighter.*

#### 1.3 Predict how common materials interact with water. (Chapter 8 extra Lessons pp. 232-233)

-Floating/sinking

Example: Use items to float/sink: clay, wood, cord, pencils, crayons, coins, cotton balls, etc.

Introduce: soluble/nonsoluble (2<sup>nd</sup> grade standard)

Vocabulary: **soluble/nonsoluble** – use these term (can use the book 224-225)

SDEDWeb site can help supplement (states of matter activity)

Example: Try to dissolve or mix salt, sugar, toothpaste, oil, etc. in water

*Assessment: A) Predict solubility of common materials with water.  
B) Predict how common materials interact with water.*

## **2.0 Analyze forces, their forms, and their effects on motions.**

### **2.1 Students are able to describe relative positions of objects.**

-Examples: Use positional words (far, near, in front, behind) to describe the location of objects in the classroom or on the playground.

-Math (Chapter 8)

-SuccessMaker spends a great deal of time teaching this.

-Introduction: Show how magnets can be used to make some things move without being touched. (Chapter 9, Lessons 1-4)

-Flipchart 241E (magnet activity)

Example: Use magnetic games such as a fishing pole with magnet attached to line and fish with paper clips attached.

-Introduction: Demonstrate ways to make objects move faster or slower or in a different direction. (Chapter 9, Lessons 1-4)

Example: Use inclined planes with smooth surfaces and rough surfaces (sandpaper or felt) to observe change in motion of an object. For objects use balls, boxes, toy cars, blocks, etc.

-Old science (inclined planes, different surfaces, etc.) kits –make sure that we include this in the new science kits

*Assessment: A) Describe motion in terms of changes in positions.*

*B) Describe relative positions of objects. (math assessments)*

*C) Show how magnets make things move.*

## **3.0 Analyze interactions of energy and matter. (These skills should be taught and practiced although mastery is not expected at these grade levels.)**

-Introduce: Identify heat and light sources. (Chapter 10)

-Flipchart Activity 273E– making heat

-Example: Identify heat and light sources in student's home: oven, lamp, furnace, candle, etc. (Warning: DO NOT TOUCH)

Introduce: create shadows (Chapter 10)

-Flipchart Activity p. 273E-shadows

Example: Use a light source and solid objects to create shadows on the wall.

*Assessment: Identify sources of heat and light.*

## **Earth Science**

### **1.0 Analyze the various structures and processes of the Earth system.**

#### **1.1 Recognize changes in weather over time. (Chapter 7 Lesson 1,3,4)**

- Seasonal changes
- Reading little books to see if books content matches title.
- Bookroom book “Fall”, “Summer”, “Winter”, “Spring”
- Calendar – graphing weather (graphing)
- Math
- Create a book to show weather over time (organize data, graph data,)
- Science journal (keep over the year)
- Example: graph sunny, cloudy, rainy, windy, and stormy days

*Assessment: Recognize changes in weather over time.*

#### **1.2 Describe rocks in terms of properties. (Chapter 6, Lesson 2)**

- Rock collection (Nancy Frentz – “Box of Rocks”, Amy Witcher’s husband may have quite a few rocks)
- Flipchart 145 E (how to sort rocks)

*Assessment: Describe rocks*

### **2.0 Analyze essential principles and ideas about the composition and structure of the universe. (No mastery of this indicator)**

Introduce: Identify what can be observed in the sky by the unaided eye in the day and at night. (Chapter 11, Lesson 1-3)

Example: Illustrate a day sky and a night sky including Sun, Moon, Stars, clouds, etc.

*Assessment: Identify what can be observed in the sky by the unaided eye in the day and at night.*

Use: Chapter 1 (Lesson 2-3)  
Chapter 2  
Chapter 3  
Chapter 4 (Lesson 3)  
Chapter 6 (Lesson 2)  
Chapter 7 (Lesson 1,3-4)

Chapter 8 (pp. 232-235)  
Chapter 9 (Lesson 1-4)  
Chapter 10  
Chapter 11 (Lesson 1-3)  
Chapter 12 (Lesson 1-4)

## GRADE TWO MATH STANDARDS

### ALGEBRA

#### ALGEBRA-Using numbers and symbols to solve equations and find the unknown. Chapters 1, 2, 3, 6, 7, 8

#### 1.1 Use concepts of equal to, greater than, and less than to compare numbers (0-100)

\*For numbers 0-100 identify 10 more/less

\*Write the words less than or greater than between two numbers

Example: 50 is less than 78

\*Identify the number that is greater than/less than.

Prior Knowledge: 1-100, equal to, greater than, less than

Vocabulary: fewer, greater than, more, less than

Materials: Chapter 1 (13-16) (Other chapters will reinforce this skill – extend this skill)

#### 1.2 Solve open addition and subtraction sentences with one unknown ( $\square$ ) using numbers equal to or less than 20.

Vocabulary: addition, subtraction, sum, difference, addend, number line, fact family, equal sign

Prior knowledge: Grade One (1-10) add Grade Two (11-20)

Materials: Chapter 2, 3

#### 1.3 Balance simple addition and subtraction equations using sums up to 20.

Example:

$$2 + 5 = 4 + \underline{\quad}$$

\*Use pan balance and cubes to visually balance equations

\*Describe strategies used in adding in adding and subtracting

\*Use the commutative property to solve related equations.

Materials: Chapter 2, 3 - This will need to be expanded and taught as the text is not complete (Enrichment 2.5)

#### 1.4 Write and solve number sentences from word problems.

Examples: Write number sentences that go with these story problems.

Mary made 9 bracelets. She bought 4 more bracelets. How many bracelets does she have in all?

Materials: Problem Solving blackline masters – Algebra focus problem solving.

**1.5 Find and extend growing patterns using symbols, objects and numbers.**

\*Identify even and odd numbers

\*Recognize and extend basic number patterns using 0-99 or 1-100 chart.

Vocabulary: even, odd, 100 chart, before, between, after, ordinal number, Repeating patterns, growing patterns, pattern unit, skip counting

Materials: Chapter 6

**1.6 Determine likenesses and differences between sets.**

Example: Venn Diagram

Vocabulary: likeness, difference, sets

Teach: objects, buttons, shoes, colors, people, etc. How are they alike?  
Different?

Materials: Houghton Mifflin 7-8 (Can use some of the geometry lessons)

**GEOMETRY**  
**Chapter 7,8**

**2.1 Use the terms side and vertex (corners) to identify plane and solid figures.**

Hexagon, Circle, Square, Triangle, Sphere, Cube

Vocabulary: triangle, circles, rectangles, squares, trapezoid, hexagon, cube

Materials: Houghton Mifflin Chapter 7 and 8

**2.2 Identify geometric figures regardless of position and orientation in space.**

Examples:  $\triangle$  and  $\triangleleft$  are both triangles.

Use manipulatives to teach this. Manipulating shapes out of paper.



Coleen Ehresmann has all kinds of games that would help this standard be Understood.

Materials: Houghton Mifflin Chapter 7

**MEASUREMENT – The act of measuring (units to make meaning)  
Chapter 14,15,16,17,18**

**3.1 Tell time to the minute using analog and digital clocks and relate time to daily events.**

Vocabulary: digital, analog, minute, before, during, after, second, hour, Half hour, minute hand, hour hand, quarter hour, elapsed time,

Materials: Chapter 16 (only one page to the minute-439) so this will need More supplement...

**3.2 Use a calendar to solve problems.**

Vocabulary: months in order, days 31, days of the week in order

Materials: Chapter 16

**3.3 Determine the value of a collection of like and unlike coins with a value up to \$1.00.**

Vocabulary: quarters, dimes, pennies, nickels, change, dollar, cents (sign), Half dollar, dollar sign, decimal point, equal amount, greater than, Less than, equal

Use manipulatives

Materials: Chapter 14, 15

**3.4 Represent and write the value of money using the “c” sign and in decimal form using the “\$” sign.**

Vocabulary: quarters, dimes, pennies, nickels, change, dollar, cents(sign) Half dollar, dollar sign, decimal point, equal amount, greater than, Less than, equal

Materials: Chapter 14, 15

**3.5 Use whole number approximations for capacity using non-standard units of measure.**

Example: The jar holds about how many marbles?

How many small jars of water will it take to fill a big jar?

CAPACITY (volume) – non-standard

May use pints, cups, etc. but this is MORE than the standard is asking for.

Activities

Materials: Chapter 18

**3.6 Solve everyday problems by measuring length to the nearest inch or foot.**

Example: How long is your shoe? How tall is your chair?

Vocabulary: length, inch, foot, feet, ft., in., perimeter, area (could do this)

Materials: Chapter 17

**3.7 Locate and name concrete objects that are about the same length, height, weight, capacity, and temperature as given concrete object.**

Vocabulary: length, height, weight, capacity, temperature, measure,

Materials: Chapter 17 and 18 (use other math text to supplement this standard)

**NUMBER SENSE - Using numbers to make meaning.  
Chapter 5, 6, 9, 10, 11, 12, 13**

**4.1 Read, write, count, and sequence numerals to 100.**

\*Say the forward and backward number word sequences in the range 0-100

\*Say the number before and after a given number in the range 0-100

\*Say the forward and backward skip counting sequences in the range 0-100 for two, fives, and tens

\*Use one to one correspondence

\*Keep track of what's been counted.

\*Count objects by groups of twos, fives and tens to 100

\*Associate verbal names, written word names, and standards for 0-100.

\*Use words, models and expanded notation to structure numbers as tens and ones to 100.

Activities: Hundred chart, number line, calendar, parental help,

Materials: Chapter 5, 6

**4.2 Identify and represent fractions as parts of a group.**

Vocabulary: fractions, whole, unit fractions

Materials: Chapter 9

**4.3 Solve two-digit addition and subtraction problems written in horizontal and vertical formats using a variety of strategies.**

Examples: doubles, near-doubles, one more, one less, making tens,  
Breaking apart numbers, commutative property, using landmark  
Numbers, mental math, relating to money, estimation, inverse  
Operations, compensations, (lots more)

Materials: Chapter 10, 11, 12, 13 (single digit – Chapter 2, 3)

**STATISTICS & PROBABILITY**

**Statistics - A numerical value, such as standard deviation or mean, that characterizes the sample or population from which it was derived**  
**Probability - The quality or condition of being probable; likelihood.**  
**Chapter 4**

**5.1 Use interviews, surveys, and observations to gather data.**

Vocabulary: tally marks, survey, data, pictographs, symbols, bar graph,  
grid, outcome, predict, more likely, less likely

Example: Observe sky conditions for 5 days. Conduct a survey on  
classmates' eye color.

DO SURVEYS, OBSERVATIONS, INTERVIEWS – not just chart, graph...

Materials: Chapter 4

**5.2 Represent data sets in more than one way.**

Vocabulary: tally marks, survey, data, pictographs, symbols, bar graph,  
grid, outcome, predict, more likely, less likely

Examples: bar graph, frequency tables, pictographs

USE THE INFORMATION FROM ABOVE to represent the data

Materials: Chapter 4

**5.3 Answer questions about and generate explanations of data given in tables and graphs.**

\*Explore features of data sets

Example: range and mode

Vocabulary: range, mode

Materials: Chapter 4

**5.4 List possible outcomes of a simple event and make predictions about which outcome is more or less likely to occur.**

Example: The spinner is  $\frac{1}{2}$  blue,  $\frac{1}{4}$  yellow, and  $\frac{1}{4}$  green. On which color would you most likely to land?

You have 7 green and 3 yellow cubes in a bag. Which color cube would you be least likely to pull out?

Vocabulary: Predict, outcome

Materials: Chapter 4

**STANDARD**

**MATERIALS NEEDED**

**TESTED**

**1.0 SECOND GRADE ALGEBRA STANDARDS**

- S Identify equations that represent the inverse operation of given number sentences.
- S Apply the addition properties of zero and one in problem solving situations.
- A Describe the inverse relationship between addition and subtraction, write related equations, and solve. (example:  $3+5 = 8$ ,  $8-5 = 3$ ,  $35 + \_ = 47$ ,  $47 - 35 = \_$ )
- S/A Describe techniques used in adding and subtracting numbers. (examples:  $7 + 3$  is the same as  $5 + 3 + 2$  and  $18 + 8$  is the same as  $18 + 2 + 6$ )
- S/A Identify problem situations that match or do not match a given number sentence.
- S/A Use informal methods to solve everyday problems requiring open sentences with one unknown.
- S Solve addition and subtraction problems using data from simple charts, picture graphs, and number sentences. (example: find the answer for  $4 + X = ?$  when  $X = 2$ )

5, 6, 39-40, 53-56  
1,2  
39-40, 43-44, 53-56  
3, 4, 7, 8, 13, 14,  
17, 18, 25, 26, 32,  
51-52, 57-58  
27, 28; 342  
59-60, 307-308;  
365-366; 123-124, 157-158

✓  
✓  
✓  
✓

**2.0 SECOND GRADE GEOMETRY STANDARDS**

- S/A Identify and describe solid figures according to faces, edges, bases, and corners.
- S/A Compare plane and solid figures. (example: circle/sphere, square/cube, triangle/pyramid, rectangle/rectangle solid)
- A Compare plane figures to determine if objects are similar or congruent.
- S Identify geometric figures regardless of position and orientation in space.

283-286  
283-286  
291  
283-286 Ch. 10

✓  
✓  
✓

- S/A Identify lines of symmetry in a variety of shapes and figures.

297-298

✓

**3.0 SECOND GRADE MEASUREMENT STANDARDS**

- S/A Measure time to the nearest five minute interval.
- A Use \$, cent symbol, and decimal point appropriately when working with money.
- S Use appropriate tools and units of measure to solve problems.
- A Use scales of length, weight, and volume within a measurement system.
- S Record and compare various measurement situations. (example: temperature to the nearest degree, precipitation to the nearest inch)
- S Count and trade collections of coins up to \$1.00

203-214  
107-132; 267-268  
225-248  
225-248  
225-246

✓  
✓  
✓

*Handwritten notes:*  
18 5/5  
12 4/5  
3

STANDARD	MATERIALS NEEDED	TESTED
<p><b>4.0 SECOND GRADE NUMBER SENSE STANDARDS</b></p>		
<p>S Count numbers by 2s, 5s, and 10s, to 100.</p>	<p>87-88; 103; 133-134; 67-68; 255-256, 85-86; 273 261-262</p>	<p>✓</p>
<p>S/A Associate verbal names, written word names, and standard numerals with whole numbers less than 1000.</p>	<p>89-90</p>	<p>✓</p>
<p>S/A Explain concept of even and odd numbers.</p>	<p>135-136; 139-</p>	<p>✓</p>
<p>S/A Solve two- and three-digit addition and subtraction problems.</p>	<p>150; 155-156; 165-184; 187-188; 317-340</p>	<p>✓</p>
<p>A Estimate sums and/or differences of two whole numbers and find the answers using the appropriate methods of computing.</p>	<p>125-126; 345</p>	<p>✓</p>
<p>A Use models to explore addition and subtraction of fractions.</p>	<p>121-122, 333-336</p>	<p>✓</p>
<p>A Identify the correct usage of decimal point for decimals and money.</p>	<p>109-110; 119-120;</p>	<p>✓</p>
<p>S/A Model problem situations in a variety of ways. (example: concrete materials, tables, charts, drawings, words)</p>	<p>139-140; 157-158; 189-190; 213-214</p>	<p>✓</p>
<p>S/A Solve story problems involving single-step operations.</p>	<p>154, 174, 336, 364</p>	<p>✓</p>
<p>S/A Use words, models, and expanded notation to represent numbers with two or more digits.</p>	<p>71-76, 77-78; 79-80; 133-134; 169-170; 259-260</p>	<p>✓</p>
<p>A Understand relative size of whole numbers.</p>	<p>91-92; 115-116;</p>	<p>✓</p>
<p>S Identify and represent fractions of a group.</p>	<p>269-270; 271-274</p>	<p>✓</p>
<p>S Order and compare whole numbers up to 1000.</p>		

STANDARD	MATERIALS NEEDED	TESTED
<p><b>5.0. <u>SECOND GRADE PATTERNS, RELATIONS, AND FUNCTIONS STANDARDS</u></b></p> <p>S/A Find patterns and relationships in sequences of numbers. (example: doubles in learning addition; given three numbers, find the next number in the sequence)</p> <p>S/A Describe and represent patterns that are growing and/or repeating.</p> <p>A. Identify examples of discrete patterns. (example: seasons, days of the week)</p>	<p>9, 10, 11, 12, 23, 24,41-42,45-48,85- 86; 93, 151-152; 181-182; 255-256; 271-274 19, 20; 151-152; 265-266</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p><b>6.0 <u>SECOND GRADE STATISTICS &amp; PROBABILITY STANDARDS</u></b></p> <p>S/A Represent data sets in more than one way. (example: charts, line graphs, bar graphs)</p> <p>S/A Form questions about and generate explanations of data given in tables and graphs.</p> <p>S Use concepts of chance and certainty to discuss the probability of actual events.</p> <p>A List all possible outcomes of probability experiments.</p>	<p>45-46, 109-110; 295-296; 307-308; 309-310 157-158; 295-296; 307-308 307-308; 309-310 163-164</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 2**

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**Unit 1---Governing the People**

**\*\*Essential Questions:**

- 1) What is the difference between a rule and a law?
- 2) Why are rules and laws needed?
- 3) What the basic political roles of leaders in government? (mayor, governor, president)
- 4) Why and how do citizens use voting to make decisions?

**2.C.1.1. Students are able to explain the difference between rules and laws.**

\*Content: Rules, laws, citizens, rights, responsibilities, government, community, consequences

\*Resources/Materials: pp. 8-13, Boys Town, Shiver, Gobble, and Snore story

**2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.**

\*Content: Rules, laws, citizens, rights, responsibilities, government, community, consequences

\*Resources/Materials: pp.8-13, Boys Town, School Resource Officer (guest speaker)

**2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.**

\*Content: Government, mayor, governor, legislators, congressmen, senators, president, the Constitution, the Declaration of Independence, lawmaking process, judges, Supreme Court (three branches of government), taxes, election, Congress

\*Resources/Materials: pp. 18-27, pp. 32-45, Student Council, Tour of Court House, Junior Achievement lesson, Kids Voting, Mayor (guest speaker), student periodicals

**2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.**

\*Content: Voting, majority rule

\*Resources/Materials: pp. 28-29, pp. 194-195, Kids Voting, Junior Achievement lesson, classroom voting





## Unit 2---The World Around Us

**\*\*Essential Questions:**

- 1) What is a map key?
- 2) What is a compass rose and its four directions?
- 3) What is a map symbol and how is it used?
- 4) Why does a map need a title?
- 5) What is an aerial view of a map?

**2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.**

\*Content: Map key, compass rose, cardinal directions, location, map titles, symbols

\*Resources/Materials: pp. 112-113, pp. 66-67, activities related map keys and symbols

**2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.**

\*Content: Map titles, map key, cardinal directions, compass rose, symbols, continents, oceans, equator, countries, land forms

\*Resources/Materials: pp. 66-69, pp. 74-83, pp. 90-95, classroom map, atlas, globe



### Unit 3---Using Our Resources

**\*\*Essential Questions:**

- 1) What are natural resources and how are they used?
- 2) What are human resources and how are they used?

**2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.**

\*Content: Natural resources, human resources, conservation, products, fuel, recycling

\*Resources/Materials: pp. 105-107, pp. 110-121, pp. 294-305 (See Unit 6 for human resources)



## Unit 4---People Long Ago

\*\*Essential Questions:

- 1) How have people and places changed over time?
- 2) What can be learned from a timeline?
- 3) How have historical figures contributed to modern life?
- 4) What would life be like for a seven or eight year old in early America?

**2.US.1.1. Students are able to place important historical events in the order in which they occurred.**

\*Content: Past, present, future, history, timeline, chronological order

\*Resources: pp. 153-193, biographies

**2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.**

\*Content: Change, food, shelter, clothing, transportation, colony, settlers, heritage, past, present, early Native Americans

\*Resources/Materials: pp. 158-175, pp. 178-185, p. 196, student periodicals, Kidspiration (software program)

**2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.**

\*Content and Resources/Materials: Biographical dictionary (pp. R20-R21)



## **Unit 5---A World of Many People**

\*Essential Questions:

- 1) What is culture?
- 2) What are traditions?
- 3) What is a holiday?
- 4) How do different cultures celebrate tradition?
- 5) How are holidays celebrated in different countries?

**2.US.2.1. Students are able to compare ways different cultures shared traditions.**

\*Content: Culture, customs, tradition, immigrant, legends, language, diversity

\*Resources/Materials: pp. 217-249

**2.W.2.1. Students are able to compare holidays celebrated in different countries.**

\*Content: Customs, tradition, celebrations, holidays, culture, language

\*Resources/Materials: pp. 202-205 (Unit 4), pp. 246-253, supplemental online resources, guest speakers





## Unit 6---People in the Marketplace

**\*\*Essential Questions:**

- 1) What are natural resources and how are they used?
- 2) What are human resources and how are they used?
- 3) Why is it important to make informed decisions about spending?
- 4) Why is it important to make informed decisions about borrowing?
- 5) Why is it important to make informed decisions about saving?

**2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.**

\*Content: Natural resources, human resources, conservation, products, fuel, recycling

\*Resources/Materials: pp. 105-107, pp. 110-121 (See Unit 3 for natural resources), pp. 294-305

**2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.**

\*Content: Goods, services, consumer, producer, businesses, marketplace, income, needs and wants, budget, bank, capital resources, barter, trade, occupation

\*Resources/Materials: pp. 265-320, Junior Achievement lesson



**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 2**

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**Unit 1---Governing the People**

**\*\*Essential Questions:**

- 1) What is the difference between a rule and a law?
- 2) Why are rules and laws needed?
- 3) What the basic political roles of leaders in government? (mayor, governor, president)
- 4) Why and how do citizens use voting to make decisions?

**2.C.1.1. Students are able to explain the difference between rules and laws.**

\*Content: Rules, laws, citizens, rights, responsibilities, government, community, consequences

\*Resources/Materials: pp. 8-13, Boys Town, Shiver, Gobble, and Snore story

**2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.**

\*Content: Rules, laws, citizens, rights, responsibilities, government, community, consequences

\*Resources/Materials: pp.8-13, Boys Town, School Resource Officer (guest speaker)

**2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.**

\*Content: Government, mayor, governor, legislators, congressmen, senators, president, the Constitution, the Declaration of Independence, lawmaking process, judges, Supreme Court (three branches of government), taxes, election, Congress

\*Resources/Materials: pp. 18-27, pp. 32-45, Student Council, Tour of Court House, Junior Achievement lesson, Kids Voting, Mayor (guest speaker), student periodicals

**2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.**

\*Content: Voting, majority rule

\*Resources/Materials: pp. 28-29, pp. 194-195, Kids Voting, Junior Achievement lesson, classroom voting



## Unit 2---The World Around Us

### \*\*Essential Questions:

- 1) What is a map key?
- 2) What is a compass rose and its four directions?
- 3) What is a map symbol and how is it used?
- 4) Why does a map need a title?
- 5) What is an aerial view of a map?

### **2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.**

\*Content: Map key, compass rose, cardinal directions, location, map titles, symbols

\*Resources/Materials: pp. I12-I13, pp. 66-67, activities related map keys and symbols

### **2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.**

\*Content: Map titles, map key, cardinal directions, compass rose, symbols, continents, oceans, equator, countries, land forms

\*Resources/Materials: pp. 66-69, pp. 74-83, pp. 90-95, classroom map, atlas, globe



### Unit 3---Using Our Resources

**\*\*Essential Questions:**

- 1) What are natural resources and how are they used?
- 2) What are human resources and how are they used?

**2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.**

\*Content: Natural resources, human resources, conservation, products, fuel, recycling

\*Resources/Materials: pp. 105-107, pp. 110-121, pp. 294-305 (See Unit 6 for human resources)





## Unit 4---People Long Ago

**\*\*Essential Questions:**

- 1) How have people and places changed over time?
- 2) What can be learned from a timeline?
- 3) How have historical figures contributed to modern life?
- 4) What would life be like for a seven or eight year old in early America?

**2.US.1.1. Students are able to place important historical events in the order in which they occurred.**

\*Content: Past, present, future, history, timeline, chronological order

\*Resources: pp. 153-193, biographies

**2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.**

\*Content: Change, food, shelter, clothing, transportation, colony, settlers, heritage, past, present, early Native Americans

\*Resources/Materials: pp. 158-175, pp. 178-185, p. 196, student periodicals, Kidspiration (software program)

**2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.**

\*Content and Resources/Materials: Biographical dictionary (pp. R20-R21)



## Unit 5---A World of Many People

\*Essential Questions:

- 1) What is culture?
- 2) What are traditions?
- 3) What is a holiday?
- 4) How do different cultures celebrate tradition?
- 5) How are holidays celebrated in different countries?

**2.US.2.1. Students are able to compare ways different cultures shared traditions.**

\*Content: Culture, customs, tradition, immigrant, legends, language, diversity

\*Resources/Materials: pp. 217-249

**2.W.2.1. Students are able to compare holidays celebrated in different countries.**

\*Content: Customs, tradition, celebrations, holidays, culture, language

\*Resources/Materials: pp. 202-205 (Unit 4), pp. 246-253, supplemental online resources, guest speakers



## **Unit 6---People in the Marketplace**

**\*\*Essential Questions:**

- 1) What are natural resources and how are they used?
- 2) What are human resources and how are they used?
- 3) Why is it important to make informed decisions about spending?
- 4) Why is it important to make informed decisions about borrowing?
- 5) Why is it important to make informed decisions about saving?

**2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.**

\*Content: Natural resources, human resources, conservation, products, fuel, recycling

\*Resources/Materials: pp. 105-107, pp. 110-121 (See Unit 3 for natural resources), pp. 294-305

**2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.**

\*Content: Goods, services, consumer, producer, businesses, marketplace, income, needs and wants, budget, bank, capital resources, barter, trade, occupation

\*Resources/Materials: pp. 265-320, Junior Achievement lesson



**Second Grade U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p><b>2.US.1.1. Students are able to place important historical events in the order in which they occurred.</b></p> <p><b>Example:</b> Use primary sources to create a storyboard.</p> <p><b>Example:</b> Use a timeline to order pilgrims, Revolutionary War, and wagon trains.</p>
(Comprehension)	<p><b>2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.</b></p> <p><b>Example:</b> Create a chart showing how farming, schools, or communities have changed over time.</p> <ul style="list-style-type: none"> <li>• Compare features of present Native American life to that of the past.</li> </ul> <p><b>Example:</b> Illustrate past dwellings (tipi, hogan, longhouse, pueblo) and present-day housing.</p>
(Comprehension)	<p><b>2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.</b></p> <p><b>Example:</b> Thomas Jefferson-Declaration of Independence; Rosa Parks-civil rights; Susan B. Anthony-suffrage; Sequoyah - Cherokee alphabet.</p>

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>2.US.2.1. Students are able to compare ways different cultures shared traditions.</b></p> <p><b>Example:</b> List present-day customs that originated in other cultures such as piñatas, Christmas trees, and fireworks.</p> <p><b>Example:</b> Read legends of other cultures.</p> <p><b>Example:</b> Listen to songs from other cultures.</p> <p><b>Example:</b> Sample foods from other cultures.</p>



**Second Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• create a comparison of past and present life;</li> <li>• select and research a historical figure who contributed to modern-day life;</li> <li>• create a historical timeline;</li> <li>• select a custom and explain its origins.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• place at least three important historical events in the order in which they occurred;</li> <li>• distinguish between features of modern-day living and those of the past;</li> <li>• identify how historical figures contributed to modern-day life;</li> <li>• compare ways in which different cultures share traditions.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• participate in activities used to compare modern-day living to the past;</li> <li>• participate in activities exploring shared cultural traditions;</li> <li>• answer yes or no questions about historical figures and events.</li> </ul>

**Second Grade World History**

**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	(Mastery of this indicator does not emerge until third grade.)

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>2.W.2.1. Students are able to compare holidays celebrated in different countries.</b></p> <p><b>Examples:</b> Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.</p> <p><b>Example:</b> Decide which holiday interests you most and write an invitation to others to celebrate with you (include: who, what, where, when, and why).</p> <p><b>Example:</b> Make a paper quilt illustrating various holidays.</p>

**Second Grade World History  
Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• explain why similarities and differences exist in world holidays.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• recognize similarities and differences in world holidays.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• participate in classroom world holiday activities.</li> </ul>

**Second Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<b>2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.</b>  Example: Label objects in room; identify the equator, North America, Atlantic and Pacific Oceans, the poles, and North American countries (Canada, Mexico, and U.S.) on the globe.
(Knowledge)	<b>2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.</b>  Example: Use these skills to find South Dakota and Washington D.C. on a map.  ✓ Identify seven continents and four major oceans.

**Second Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<b>Second grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• design an aerial map of a new classroom arrangement;</li> <li>• group landforms and oceans according to their hemisphere;</li> <li>• create an original map of an imaginary country including map key/legend, map title, and directions.</li> </ul>
<b>Proficient</b>	<b>Second grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• construct a simple map of the classroom using an aerial view including at least five symbols on the map key/legend;</li> <li>• use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.</li> </ul>
<b>Basic</b>	<b>Second grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify areas in the classroom on an aerial map;</li> <li>• tell what oceans and continents are and find the equator;</li> <li>• name four cardinal directions and find the map key/legend.</li> </ul>

**Second Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>2.C.1.1. Students are able to explain the difference between rules and laws.</b>  Example: Create a Venn diagram comparing school rules vs. community laws.
(Analysis)	<b>2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.</b>  Example: Design a safety poster illustrating a law being obeyed and a law being broken.
(Comprehension)	<b>2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.</b>  Example: Match the mayor, the governor, the legislators, the congressmen, senators, and the president to local/state/national

	<p>government.</p> <p>✓ Explain the Constitution and Declaration of Independence as the basis for democratic ideals in the United States.</p> <p>Example: Create a classroom constitution.</p> <p>✓ Discuss the lawmaking process and how leaders work together.</p> <p>Example: Role play these roles: city council/mayor; principal/teachers; senators/representatives.</p>
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**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p><b>2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.</b></p> <p>Example: Kids Voting</p> <p>✓ Describe the importance of volunteerism in your community.</p>

**Second Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• categorize rules and laws;</li> <li>• develop consequences for breaking classroom rules;</li> <li>• summarize and compare the political roles of leaders;</li> <li>• demonstrate the meaning of majority rules.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain the difference between rules and laws;</li> <li>• identify why laws are needed in a community and that there are legal consequences for lawbreakers;</li> <li>• explain basic political roles of leaders in the larger community;</li> <li>• describe the meaning of majority rule and its related function in a democracy.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify one rule or law;</li> <li>• name a political leader's role;</li> <li>• participate in classroom citizenship activities.</li> </ul>

**Second Grade Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.</b></p> <p><b>Example:</b> Choose a local business and list natural and human resources needed for its success.</p> <p>✓ Name a new business in the community.</p> <p>✓ Explain how limited resources require people to make choices about producing and consuming goods and services.</p> <p><b>Example:</b> Write a story about how drought affects water usage or high gas prices affect travel.</p>
(Comprehension)	<p><b>2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.</b></p> <p><b>Example:</b> Make a plan to save your allowance for something special.</p> <p><b>Example:</b> Discuss different ways people pay for goods and services (cash, check, credit, debit).</p>

**Second Grade Economics**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• categorize human and natural resources;</li> <li>• design a budget.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify the differences between human resources and natural resources;</li> <li>• explain the importance of making informed decisions about spending, borrowing, and saving.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• name a resource;</li> <li>• participate in classroom money activities.</li> </ul>



**STANDARD**

*Harcourt Brace "Making a Difference"*

**TESTED**

**MATERIALS NEEDED**

**1.0 HISTORY STANDARDS**

1.1 Recognize the contributions of ancient Egyptian and Chinese civilizations which have impacted present day life, including communication, architectural monuments, calendar system, number system, and laws.

1.2. Study various community structures and the roles of men, women, and children within the community with emphasis on Pilgrims; pioneers; Native Americans (Stoux); and reservation, rural, suburban, and urban communities of the present.

**2.0 GEOGRAPHY STANDARDS**

2.1. Construct a simple aerial view map of the classroom using a map key and symbols.

2.2. Use the globe to label the equator and continents.

2.3. Use a map to identify the four directions on a compass rose; interpret the symbols of a map key/legend; identify South Dakota through the use of boundary lines; locate Washington, D.C.; and transfer and label the seven continents, oceans, North American countries/major mountain ranges/major rivers, and the Great Lakes

**3.0 CIVICS STANDARD**

3.1. Distinguish the difference between rules and laws.

3.2. Recognize that laws are needed in a community.

3.3. Discuss the lawmaking process and how leaders work together.

3.4. Recognize that there are legal consequences for lawbreakers.

3.5. Define conservation in terms of ways citizens protect global resources with emphasis on reducing, reusing, and recycling.

**4.0 ECONOMICS STANDARDS**

4.1. Explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand; and ways that producers have used natural resources, human resources, and capital resources to produce goods and services in the past and present.

See attached activities "Ancient Egypt" "Fun with Hieroglyphics"

Unit 4 Lessons 1-3, pp. 142-159  
Unit 6 Lessons 1-3 pp. 218-243

pp. 22  
p.60A-61A,96

p.28, 40, 198-199A,28A-29B, 39, 54A-55A, A5-A7, 53, P. 164-165

W5 -W10

Unit 4, Lesson 4 p.160-163  
W 25 -W27

Unit 3, Lesson 4-5 pp. 118-125



SOC STUDIES	GRADE 7. E	
STANDARD	MATERIALS NEEDED	TESTED
<p><b>1.0 HISTORY STANDARDS</b></p>		
<p>1.1. Study their local community and its history.</p> <p>1.2. Summarize the various reasons for exploration and settlement of the United States through the study of Spanish, English, and French explorers, including religious reasons, economic reasons, and geographical reasons.</p> <p>1.3. Analyze the obstacles and successes of the early settlers in creating communities, including land forms, resources, and waterways.</p> <p>1.4. Draw connections to present day migration and settlement patterns, including rural to urban, and the continued global migration to America.</p>	<p>Story of Watertown</p> <p>See attached</p> <p>pp. 348-353</p> <p>pp. 348-353</p> <p>pp. 375-383</p> <p>pp. 38-47</p>	
<p><b>2.0 GEOGRAPHY STANDARDS</b></p>		
<p>2.1. Integrate the study of communities through map work by identifying, locating, and use map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.</p> <p>2.2. Use grid systems to locate communities.</p> <p>2.3. Construct a map using map key and symbols, map scale, title, compass rose including intermediate directions, and boundaries.</p> <p>2.4. Construct and label a landform map of the United States, including the five mountain ranges, bordering oceans and the Gulf of Mexico, major rivers, and the Great Lakes.</p>	<p>pp. 250-251</p> <p>pp. 46-47</p> <p>pp. 96-97</p>	
<p><b>3.0 CIVICS STANDARDS</b></p>		
<p>3.1. Recognize the relationship between rights, respect, responsibilities and consequences of citizen ship.</p> <p>3.2. Analyze human relationships and roles between and among individuals and groups, cultural groups and a community, and communities and state.</p> <p>3.3. Explain the fundamental ideas and principles that form the foundation of our government and various communities of the past and present with emphasis on life, liberty, pursuit of happiness,</p>	<p>pp. 48-52</p> <p>pp. 62-69</p> <p>Jr. Achievement pp.282-287</p>	





## STANDARD

*Story of Watertown - Florence Bruehn*  
*Harcourt Brace - Communities*

## TESTED

- and equality under the law.
- 3.4. Explain why communities have rules or laws and how they protect the rights and freedoms of individuals.
- 3.5. Explain the process of making rules and laws, enforcing laws, voting, becoming a citizen.
- 3.6. Recognize that there are various government bodies such as councils, boards, and legislatures.
- 4.0 ECONOMICS STANDARDS**
- 4.1. Explain scarcity by citing examples of limited supplies and scarce resources.
- 4.2. Explain goods and services available in the students' community and how changing modes of transportation and communication impact their distribution.
- 4.3. Explain the relationships between taxation and government service.
- 4.4. Summarize how various government regulations affect use of local resources.

pp. 290 - 297

pp. 290 - 297

pp. 282 - 284

pp. 172, 235,  
349

Jr. Achievement

Jr. Achievement

Jr. Achievement



2006-2007

## Grade 2 Science Kit Schedule

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Roosevelt	Earth Science (Ch. 5-7)	Space/Technology (Chapt. 12-13)	Life Science (Chapt. 1-4)	Physical Science (Ch. 8-11)
Jefferson	Physical Science (Ch. 8-11)	Life Science (Chapt. 1-4)	Space/Technology (Chapt. 12-13)	Earth Science (Ch. 5-7)
McKinley	Life Science (Chapt. 1-4)	Space/Technology (Chapt. 12-13)	Physical Science (Ch. 8-11)	Earth Science (Ch. 5-7)
Lincoln	Earth Science (Ch. 5-7)	Physical Science (Ch. 8-11)	Life Science (Chapt. 1-4)	Space/Technology (Chapt. 12-13)
Mellette	Space/Technology (Chapt. 12-13)	Earth Science (Ch. 5-7)	Physical Science (Ch. 8-11)	Life Science (Chapt. 1-4)

**\*Kits must be requested from the Science Center (reilm@wtn.k12.sd.us). They will not be sent out automatically.**

**\*Please ship the kit to the Science Center on or before the final day of your scheduled time, repacking all materials, using the list on the box for reference.**

**\*You may order kits if they have not been scheduled to be in another school. Your grade level has 3 kits for each science unit.**

**\*You may request other science materials or just the consumable materials from a box. Send a detailed list to reilm@wtn.k12.sd.us**

## Second Grade

### Nature of Science

The nature of science is woven into each strand of the science curriculum. We believe that it is important to ask question, research, and understand the origin of scientific knowledge (inquiry methodology). We believe that we need to begin the science curriculum by teaching an inquiry-based lesson and modeling the process effectively in order to teach students how to do this.

- What Do Scientists Do? (book that all will receive)
- Scientific Process
- In your text prior to each Chapter there is directed inquiry lessons.

### Technology, Environmental and Society

- 1.0 Analyze various implications/effects of scientific advancements within the environment and society. (Chapter 13 pp. 398- 409)**
- No mastery at this level
  - changes in communication/transportation
  - What is technology?
  - Time for Kids
  - Weekly Readers
  - Current Events
- 2.0 Analyze the relationships/interactions among science, technology, environment, and society. (Chapter 13)**
- No mastery at this level.
  - medical (vaccinations)

### Life Science

- 1.0 Understand the fundamental structures, functions, classifications, and mechanisms found in living.**
- 1.1 Classify plants according to similarities and differences. (pp. 8-15, pp. 28-29)**
- Examples: Classify plants by kinds of seeds, color, size, shape, and structure.
- flowering/non-flowering
  - seed shapes, colors
  - kinds of plants/pictures
- 1.2 Classify people and animals according to similarities and differences. (Chapter 4 pp. 118-121 - people)**
- Examples: Classify animals by color, size, shape, body parts, gender and offspring.
- Bronx Zoo curriculum – Trip to zoo
  - patterns, colors, sound

- animals that live on land, water
- fur, scales, beaks, mouth
- Number of legs, scales, wings
- Children – group hair color, eye color, etc. (Game: Guess how children are sorted).

*Assessment: Given illustrations, classify plants and animals according to their similarities and differences.*

**2.0 Analyze various patterns and products of natural and induced biological change.**

**2.1 Describe how flowering plants go through a series of orderly changes in their life cycle. (Chapter 4) Book**

- Example: Illustrate ways flowering plants undergo many changes from the formation of a flower to the development of the fruit.
- SD EDWeb, Grade 2, Science, Indicator 2, Life Cycles  
[http://teams.lacoe.edu/documentation/classrooms/judi/life/activities/cycles/life\\_cycles.html](http://teams.lacoe.edu/documentation/classrooms/judi/life/activities/cycles/life_cycles.html)

**2.2 Compare life cycles of various living things. (Chapter 4) Books in library**

- Example: Diagram life cycles using tadpoles to frogs and kittens to cats.
- Sea turtle, dragon fly, horses

*Assessment: Sequence a plant life cycle and an animal life cycle.  
B. Illustrate and label examples of plant and animal life cycles.*

**3.0 Analyze how organisms are linked to one another and the environment.**

**3.1 Describe ways that plants and animals depend on each other. (Chapter 3)**

- Example: Illustrate ways seeds are dispersed. Describe how cattle need grass in order to survive.
- What plants/animals need
- How animals get food, etc.
- CD- plants/animals depending on each other

**3.2 Associate adaptations in plants and animals in response to seasonal changes. (Chapter 2 pp 42 - 51)**

- SD EdWeb site:  
<http://www.manatee.k12.fl.us/sites/elementary/palmasola/ps2adaptunit.htm>
- Seasons Chapter 6 also discusses seasons – but not really what this standard is asking for.
- Examples: Find examples of animals that migrate, hibernate, use camouflage, or go dormant.
- Ways birds, fish, amphibians, etc. are adapted.

*Assessment: Explain how plants and animals depend on each other and respond to seasonal changes in the environment.*

*B. Describe ways plants and animals depend on each other and respond to seasonal changes in the environment. (journal activity, drawing, presentation, group drawing (in seasons)with presentations)*

**3.3 Recognize what it means for a species to be extinct or endangered. (Chapter 7)**

-Example: Discuss dinosaurs, black-footed ferret, mammoth

SDEdWeb: <http://www.enchantedlearning.com/subjects/dinosaurs/>

Curriculum for Students page: Dinosaurs

-Game Fish and Parks – endangered animals

-Critter Crates (Marne Lammle) – Call Game Fish and Parks and she will come around and do these presentations – she is a free source!

Introduce: recognize ways fossils provide evidence about plants and animals that lived long ago (Chapter 7).

*Assessment: Identify possible reasons for the disappearance of a species.*

*B. Identify a species that is extinct and one that is endangered.*

*(journal – probable causes for extinction, endangered, etc.) – pictures of animals (extinct/alive) and discriminate*

## Physical Science

**1.0 Describe structures and properties of, and changes in, matter.**

**1.1 Classify solids in terms of the materials they are made of and their physical properties. (Chapter 8)**

-Define a solid

-Example of materials: cloth, paper, wood, metal, plastic, etc.

-Example of physical properties: color, size, shape, opacity, mass texture, flexibility, etc.

-SDEdweb:

[http://www.bbc.co.uk/schools/revisewise/science/materials/07\\_act.shtml](http://www.bbc.co.uk/schools/revisewise/science/materials/07_act.shtml)

*Assessment: Select materials based on physical properties to solve a task.*

**1.2 Describe visually observable properties of liquids and classify liquids by their physical properties. (Chapter 8)**

-Define a liquid

-Examples translucent, transparent, opaque, color, foamy, bubbly, viscous

-Introduce: Properties of gases

*Assessment: Describe and classify solids and liquids in terms of physical properties.*

**1.3 Identify mixtures of solid substances and ways to separate them. (Chapter 8)**

- Examples: Separate trail mix, rocks and sands, beans, etc.
- Separate fruit
- Cereal

*Assessment: Identify ways to separate mixtures, including solids and liquids.  
B. Identify and separate mixtures.*

**2.0 Analyze forces, their forms, and their effects on motions. (Chapter 10 – p. 303)**

**2.1 Demonstrate how moving objects exhibit different types of motion.**

- Describe motions of common objects in terms of change in position or direction
- Describe how push or pull can change motion of an object.
- Book Rooms

*Assessment: Demonstrate different ways objects move and affect other objects.*

**2.2 Predict the effects of magnets on other magnets and other objects. (Leveled Readers) (Chapter 10, Lesson 5)**

- Attracting and repelling
- Magnetize scissors – see attraction
- North and South Pole – are different based on shapes
- Introduce: explore magnetic poles

*Assessment: Describe interactions of magnetic poles.*

**3.0 Analyze interactions of energy and matter.**

**3.1 Compare sounds in terms of high pitch, low pitch, loud and soft volume. (Chapter 11 – p. 334- 345)**

- CD audio
- songs, tuning forks, pitch pipes

*Assessment: Compare sounds in terms of pitch and volume.  
B. Demonstrate ways to change pitch.*

**3.2 Predict the casting of shadows. (Chapter 9)**

- measuring shadows (p. 292)

*Assessment: Predict the casting of shadows.*

**3.3 Introduce: ways heat can be produced, how light can pass through some objects and not others, explore sources of energy (Chapter 9 p. 278)**



-rubbing hands together

*Assessment: Describe ways heat can be produced.*

## **Earth Science**

### **1.0 Analyze the various structures and processes of the Earth system.**

#### **1.1 Describe types and patterns of weather during different seasons. (Chapter 6)**

- Measure and record weather data such as high and low temperature, wind, precipitation, clouds using tools such as a rain gauge, anemometer, wind sock
- DO NOT DO THE WATER CYCLE!!!!
- Introduce: practice reading thermometers.

*Assessment: Read a thermometer*

*B. Describe types of patterns of weather during different seasons.*

#### **1.2 Identify and locate geological features using maps and globes. This is not located in your text, refer to Social Studies curriculum (Geography)**

- Recognize most of the Earth's surface is covered with water.
- Distinguish between forms of water in the Earth system. (snow, ice, fresh water, salt water)
- Examples: locate mountains, plains, valleys, and bodies of water on a globe or map.
- Use a globe/map to be able to do this.

*Assessment: Identify and locate geological features using maps and globes.*

*B. Recognize and distinguish between forms of water in the Earth system.*

### **2.0 Analyze essential principles and ideas about the composition and structure of the universe.**

#### **2.1 Identify the basic components of space. (Chapter 12)**

- Example: label Sun, Moon, planets, stars
- Leveled Readers
- Book Room
- Native American star story (Mary Reil will get this to you).

*Assessment: Identify the basic components of space.*

**GRADE THREE MATH STANDARDS  
2004**

**ALGEBRA-Using numbers and symbols to solve equations and find the unknown.  
Chapter 1, 2, 4, 5, 8, 10, 11**

**1.1 Explain the relationship between repeated addition and multiplication.**

Vocabulary: multiplication, arrays, factors, commutative, product,

Strategies: skip counting, manipulatives, candy hearts

Materials: Houghton Mifflin Chapter 8

**1.2 Identify special properties of 0 and 1 with respect to arithmetic operations (addition, subtraction, multiplication).**

\*Property of Zero

\*Property of One

\*Associative Property (Introduce for fourth grade)

Vocabulary: Property of Zero, Property of One, Associative Property

Materials: Chapter 4( addition) Chapter 5 (subtraction), Chapter 8  
p. 76 (addition), p. 108 (subtraction), p. 224 (multiplication)

**1.3 Select appropriate relational symbols (<,>,) to compare numbers.**

Vocabulary: less than, greater than, is not equal to, equal to

Strategies: Twin strategy, alligator, Pac man, arrow to the smaller number,  
Talk about the strategies

Materials: Chapter 2

**1.4 Solve problems involving addition and subtraction of whole numbers.**

\*Use concrete materials to model and solve equations (hands-on)

\*Represent given problems situations using diagrams, models, and symbolic expressions.

(This book has problems throughout the entire book....)

Strategy: Daily math, daily oral math, GATE has seven problems a day

Materials: Throughout the book

**1.5 Use the relationship between multiplication and division to compute and check results.**

\*Strategies: Fact families, check division by multiplication, looking at arrays  
multiplication tables

Example:  $3 \times 7 = 21$      $21 \div 3 = 7$

Vocabulary: dividend, divisor, quotient, fact family

Materials: Chapter 10, Chapter 11

**1.6 Extend linear patterns.**

Example: 4, 8, 12, ..., ...

Vocabulary: thousands, ordinal numbers, digits, standard, expanded form,  
Word form

Materials: Chapter 1

**1.7 Use number patterns and relationships to learn basic facts.**

Example: Multiplication tables

Vocabulary: factors, products, dividend, divisor, quotient, fact family,  
array

Materials: Chapter 8, 9, 10, 11

**GEOMETRY The mathematics of the properties, measurement, and relationships  
of points, lines, angles, surfaces, and solids.  
Chapters 15, 16**

**2.1 Recognize and compare the following plane and solid geometric figures;  
square, rectangle, triangle, cube, sphere, and cylinder.**

Vocabulary: line, line segment, ray, angle, parallel, intersecting,  
Perpendicular, plan figure, polygon, side, vertex, regular polygon,  
Irregular polygon, equilateral triangle, isosceles triangle, right  
Triangle, scalene triangle, quadrilateral, parallelogram, diagonal,  
Cube, cone, cylinder, pyramid, rectangular prism, sphere, face, edge,

Vertex

Materials: Chapter 15

**2.2 Identify points, lines, line segments, and rays.**

Vocabulary: line, line segment, ray, angle, parallel, intersecting, Perpendicular, plan figure, polygon, side, vertex, regular polygon, Irregular polygon, equilateral triangle, isosceles triangle, right Triangle, scalene triangle, quadrilateral, parallelogram, diagonal, Cube, cone, cylinder, pyramid, rectangular prism, sphere, face, edge, Vertex

Materials: Chapter 15

**2.3 Demonstrate relationships between figures using similarity and congruence.**

Vocabulary: congruent, similar, line of symmetry

\*Introduce (Identify a line of symmetry in circles, squares, and rectangles)- Grade 4 is needing this.

Materials: Chapter 16

**MEASUREMENT The act of measuring or the process of being measured.  
Chapter 3, 12, 13**

**3.1 Read and tell time on an analog clock before the hour and after the hour within five minute intervals on analog.**

Vocabulary: hours, minutes

Use: clocks, clockwise

Teach to the one minute interval (beyond the standard)

Materials: Chapter 12

**3.2 Count, compare, and solve problems using a collection of coins and bills.**

Vocabulary: penny, nickel, dime, \$, decimal point, half-dollar, equivalent

Use: manipulative

Materials: Chapter 3

**3.3 Identify U.S. Customary units of length (feet), weight (pounds), capacity (gallons).**

Vocabulary: inch, half-inch, foot, yard, mile, cup, pint, quart, gallon,  
Pound, ounce,

Materials: Chapter 13

**3.4 Select appropriate units to measure length (inch, foot, mile, yard); weight (ounces, pounds, tons); and capacity (cups, pints, quarts, gallons).**

Vocabulary: inch, half-inch, foot, yard, mile, cup, pint, quart, gallon,  
Pound, ounce, tons

Will need to add problems of tons (book is missing this)

Materials: Chapter 13

**3.5 Measure length to the nearest  $\frac{1}{2}$  inch.**

Vocabulary: centimeter

Materials: Chapter 13 (1/2 inch)

\*Need Chapter 14 (lesson 1 to introduce centimeter – using centimeters to measure length)

**NUMBER SENSE Using numbers to make meaning  
Chapter 1, 2, 4, 5, 8, 9, 18, 21**

**4.1 Order and compare whole numbers less than 10,000 using appropriate words and symbols.**

Vocabulary: thousands, ordinal numbers, digits, standard, expanded form,  
Word form, order, and compare, (symbols – greater than, less than)

Materials: Chapter 1, 2

**4.2 Find multiples of whole numbers 2-10.**

Example: Multiplication tables, skip counting

Vocabulary: factors, products, fact family, array

Materials: Chapter 8, 9

**4.3 Name and write fractions from visual representations.**

\*Recognize that fractions and decimals are parts of a whole.

Vocabulary: numerator, denominator, equivalent fractions

Introduce: Numerical value of fractions having like denominators. (Grade 4)  
Compare decimals expressed as tenth and hundredths (Grade 4)

Materials: Chapter 18

**4.4 Add and subtract whole numbers up to three digits and multiply two digits by one digit.**

Vocabulary: multiples, factors, product, regroup, sum, difference, fact family, Addends, regroup

Materials: Chapter 4, 5, 21

**4.5 Round two-digit whole numbers to the nearest 10 and three-digit whole numbers to the nearest 100.**

Vocabulary: rounding

Materials: Chapter 2

**STATISTICS AND PROBABILITY**

**Statistics - A numerical value, such as standard deviation or mean, that characterizes the sample or population from which it was derived**

**Probability - The quality or condition of being probable; likelihood.**

**Chapter 6 and 7**

**5.1 Ask and answer questions from data represented in bar graphs, pictographs, and tally charts.**

Vocabulary: data, survey, pictograph, key, bar graph, tally charts, range, mode, Mean, median (is in the chapter but is not tested)

Chapter 6

**5.2 Gather data and use to complete a scaled and labeled graph.**

Vocabulary: data, survey, pictograph, key, bar graph, tally charts, range, mode,

Mean, median (is in the chapter but is not tested)

Chapter 6

**5.3 Describe events as certain or impossible.**

Vocabulary: certain, impossible, probability, outcome, equally likely

Chapter 7

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 3**

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**Introduction and Unit 1---Communities Around Us**

**\*\*Essential Questions:**

- 1) What are the characteristics that describe a community?
- 2) How are communities alike and how are communities different?
- 3) What are the elements that help a person to read a map?
- 4) What are the characteristics that describe the Watertown community?

**3.US.2.1. Students are able to describe characteristics of a community.**

\*Content: Language, cultures, values, rules, and laws

\*Resources/Materials: Chapter 1

**3.G.1.1. Students are able to identify and use map components.**

\*Content: Directions and distances

\*Resources/Materials: Maps, atlases, pp. 30-31, rulers

**3.G.1.2. Students are able to identify locations in a community by using grid systems.**

\*Content: Map grids

\*Resources/Materials: pp. 48-49, map grid transparency 1-2, Homework and Practice Workbook (p. 12-13), supplemental materials as needed

**3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.**

\*Content: Introduction

\*Resources/Materials: pp. I8-I14, desk maps





## Unit 2---Communities and Geography

### \*\*Essential Questions:

- 1) What are the states that border South Dakota?
- 2) What and where are the seven continents?
- 3) What and where are the four major oceans?
- 4) What and where are the Great Lakes?
- 5) What two countries border the United States?
- 6) Where is Watertown on the South Dakota map?
- 7) How do producers use resources to produce goods and services?

### **3.G.1.1. Students are able to identify and use map components.**

\*Content: Lines and borders

\*Resources/Materials: Chapter 3 Lesson 1 (pp. 81-89 and pp. 102-105), globes, atlas books, Foldables by Dinah Zike (p. 24, layered book of continents)

### **3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.**

\*Content: Five mountain ranges, bordering oceans, Gulf of Mexico, major rivers, the Great Lakes, state and national borders

\*Resources/Materials: p. 77 (Great Lakes), Chapter 3 Lesson 1 pp. 82-85 (continents, state and national borders), Chapter 3 Lesson 2 pp. 90-93 (mountain ranges, major rivers, Gulf of Mexico), globe, map atlas, transparencies, guided reading books, workbook reinforcements

### **3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.**

\*Content: Natural resources, farms, mines, water, electricity

\*Resources/Materials: pp.106-107 (Chapter 3, Lesson 4), pp. 124-127 (Chapter 4, Lesson 2), homework and practice book, transparencies



## Unit 3---Communities Over Time

### \*\*Essential Questions:

- 1) What are some obstacles and successes of early American settlers?
- 2) How did early American settlers affect the Native American communities?
- 3) Why do people immigrate to a new land?
- 4) What is the meaning and the importance of the Constitution and the Declaration of Independence?
- 5) What events in your past have affected the person you are now?

### **3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.**

\*Content: How people bring changes, history, inventions, slavery, equality, transportation, communication

\*Resources/Materials: Leveled readers, Chapter 5 (Lessons 1 – 3)

### **3.W.1.1. Students are able to identify events as past or present.**

\*Content: Timelines, historical fiction literature, biographies

\*Resources/Materials: pp. 160-161 (timelines), p. 162 (objective area suggested biographies), Chapter 5 (Lessons 1 – 3, highlight historical people), pp. 150-153 (A Place Called Freedom, introductory story), text 145H (individual reading suggestions), see timeline packet (interactive timeline cards), biographies on CD

### **3.W.2.1. Students are able to list the reasons why people immigrate.**

\*Content: War, religious reasons, way of life, freedom

\*Resources/Materials: Chapter 6 (Lessons 2, 3, and 4)

### **3.G.1.1. Students are able to identify and use map components.**

\*Content: Identify and use map components

\*Resources/Materials: Chapter 6 (pp. 220-221), compare past and present maps

### **3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.**

\*Content: Meaning and importance of the Constitution and the Declaration of Independence

\*Resources/Materials: Chapter 6 (Lesson 3)



## Unit 4---Citizens and Government

\*\*\*Please teach all of Chapter 7 and Chapter 8 (Lessons 1 through 4)

\*\*\*It is not necessary to teach Chapter 8 (Lesson 5)

\*\*Essential Questions:

- 1) Why do we need rules and/or laws in a community?
- 2) What are some basic rights of citizens?
- 3) What is a responsibility of being a citizen?
- 4) Why are the Constitution and the Declaration of Independence important?
- 5) What is a student's role in the Watertown school community?

### **3.G.1.1. Students are able to identify and use map components.**

\*Content: Road map, map key, compass rose, landmarks/features

\*Resources/Materials: Chapter 8 (pp.278-279), Watertown city map, South Dakota map, atlas

### **3.C.1.1. Students are able to explain human relationships and roles in a community.**

\*Content: Elections, voting, volunteer, rights, responsibility, citizen

\*Resources/Materials: All of Chapter 7 (Lesson 1 and 2 pp. 244-251, Lesson 3 pp. 252-261), Kids Voting materials (Sample ballots, booth, etc.)

### **3.C.1.2. Students are able to recognize government agencies and their roles in a community.**

\*Content: Legislative, judicial, and executive branches of government, Congress, governor, president, Supreme Court, mayor, city council

\*Resources/Materials: Chapter 8 (Lessons 1 – 4), skip Chapter 8 (Lesson 5), suggested speakers (Mayor Paul Fox, city council members, school board members, law enforcement, judges), tour Court House and City Hall

### **3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.**

\*Content: Constitution, Declaration of Independence

\*Resources/Materials: Chapter 8 (Lesson 1), do Constitution Day activity, use internet for photos and resources of the Constitution and the Declaration of Independence

### **3.C.1.4. Students are able to explain why communities have rules and laws.**

\*Content: Rule, law, consequences, compromise, conflict

\*Resources/Materials: Chapter 7 (Lesson 2), Chapter 8 (pp. 288-289)

### **3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.**

\*Content: Rights, responsibility, boycott, this overlaps with Standard 3.C.1.1

\*Resources/Materials: Chapter 7 (Lessons 1 – 3)



## Unit 5---People In Communities

### \*\*Essential Questions:

- 1) How did the early settlers overcome obstacles in creating communities?
- 2) How do the different cultures affect a community?
- 3) How do communities share their cultures and traditions?
- 4) How does migration affect the citizens of a community?
- 5) How does the community of Watertown celebrate different cultures and traditions?

### **3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.**

\*Content: Opportunity, prejudice, migration, diversity

\*Resources/Material: Chapter 9 (Lessons 1 and 2), Introduction (pp. 318-321, "Dreaming of America")

### **3.US.2.1. Students are able to describe characteristics of a community.**

\*Content: Culture, population

\*Resources/Materials: Chapter 9 (Lesson 1)

### **3.US.2.2. Students are able to identify a community's culture and history.**

\*Content: Events, customs, traditions, landmarks

\*Resources/Materials: Chapter 9 (Lessons 2 and 3), Bud Webb (speaker)

### **3.W.1.1. Students are able to identify events as past or present.**

\*Content: Timelines, historical fiction literature, biographies

\*Resources/Materials: Chapter 10 (Lesson 1), historical fiction/non-fiction books (pp.354-355)

### **3.G.1.1. Students are able to identify and use map components.**

\*Content: Population, map components

\*Resources/Materials: Chapter 9 (pp. 330-331)

### **3.G.2.1. Students are able to identify reasons people move and how it affects their communities.**

\*Content: Prejudice, opportunity, migrate, diversity, ethnic groups

\*Resources/Material: Chapter 9 (Lessons 1 and 2)





## **Unit 6---Working In Communities**

### **\*\*Essential Questions:**

- 1) What are some government services that are paid for by our taxes?
- 2) What are some natural and human resources in our community?
- 3) How do people in a community depend on one another?
- 4) What are some goods and services in our community?
- 5) How do volunteers in Watertown make a difference for others?

### **3.G.1.1. Students are able to identify and use map components.**

\*Resources/Materials: pp. 398-399

### **3.C.1.1. Students are able to explain human relationships and roles in a community.**

\*Content: Cooperation, volunteering

\*Resources/Materials: pp. 382-385, pp. 404-405

### **3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.**

\*Content: Human resources, natural resources, goods and services

\*Resources/Materials: Chapter 11 (Lesson 1, pp.388-393 and Lesson 2, pp.394-397), Junior Achievement sessions

### **3.E.1.2. Students are able to identify goods and services available in the students' communities.**

\*Content: Human resources, natural resources, goods and services

\*Resources/Materials: Junior Achievement

### **3.E.1.3. Students are able to identify the relationships between taxation and government service.**

\*Content: Supply, demand, economic choice, taxes

\*Resources/Materials: Chapter 12 (Lesson 2, pp. 422-425 and pp. 432-433), supplemental discussion on taxes, Junior Achievement



**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 3**

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**Introduction and Unit 1---Communities Around Us**

**\*\*Essential Questions:**

- 1) What are the characteristics that describe a community?
- 2) How are communities alike and how are communities different?
- 3) What are the elements that help a person to read a map?
- 4) What are the characteristics that describe the Watertown community?

**3.US.2.1. Students are able to describe characteristics of a community.**

\*Content: Language, cultures, values, rules, and laws

\*Resources/Materials: Chapter 1

**3.G.1.1. Students are able to identify and use map components.**

\*Content: Directions and distances

\*Resources/Materials: Maps, atlases, pp. 30-31, rulers

**3.G.1.2. Students are able to identify locations in a community by using grid systems.**

\*Content: Map grids

\*Resources/Materials: pp. 48-49, map grid transparency 1-2, Homework and Practice Workbook (p. 12-13), supplemental materials as needed

**3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.**

\*Content: Introduction

\*Resources/Materials: pp. I8-I14, desk maps



## Unit 2---Communities and Geography

\*\*Essential Questions:

- 1) What are the states that border South Dakota?
- 2) What and where are the seven continents?
- 3) What and where are the four major oceans?
- 4) What and where are the Great Lakes?
- 5) What two countries border the United States?
- 6) Where is Watertown on the South Dakota map?
- 7) How do producers use resources to produce goods and services?

### **3.G.1.1. Students are able to identify and use map components.**

\*Content: Lines and borders

\*Resources/Materials: Chapter 3 Lesson 1 (pp. 81-89 and pp. 102-105), globes, atlas books, Foldables by Dinah Zike (p. 24, layered book of continents)

### **3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.**

\*Content: Five mountain ranges, bordering oceans, Gulf of Mexico, major rivers, the Great Lakes, state and national borders

\*Resources/Materials: p. 77 (Great Lakes), Chapter 3 Lesson 1 pp. 82-85 (continents, state and national borders), Chapter 3 Lesson 2 pp. 90-93 (mountain ranges, major rivers, Gulf of Mexico), globe, map atlas, transparencies, guided reading books, workbook reinforcements

### **3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.**

\*Content: Natural resources, farms, mines, water, electricity

\*Resources/Materials: pp.106-107 (Chapter 3, Lesson 4), pp. 124-127 (Chapter 4, Lesson 2), homework and practice book, transparencies



## Unit 3---Communities Over Time

### \*\*Essential Questions:

- 1) What are some obstacles and successes of early American settlers?
- 2) How did early American settlers affect the Native American communities?
- 3) Why do people immigrate to a new land?
- 4) What is the meaning and the importance of the Constitution and the Declaration of Independence?
- 5) What events in your past have affected the person you are now?

### **3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.**

\*Content: How people bring changes, history, inventions, slavery, equality, transportation, communication

\*Resources/Materials: Leveled readers, Chapter 5 (Lessons 1 – 3)

### **3.W.1.1. Students are able to identify events as past or present.**

\*Content: Timelines, historical fiction literature, biographies

\*Resources/Materials: pp. 160-161 (timelines), p. 162 (objective area suggested biographies), Chapter 5 (Lessons 1 – 3, highlight historical people), pp. 150-153 (A Place Called Freedom, introductory story), text 145H (individual reading suggestions), see timeline packet (interactive timeline cards), biographies on CD

### **3.W.2.1. Students are able to list the reasons why people immigrate.**

\*Content: War, religious reasons, way of life, freedom

\*Resources/Materials: Chapter 6 (Lessons 2, 3, and 4)

### **3.G.1.1. Students are able to identify and use map components.**

\*Content: Identify and use map components

\*Resources/Materials: Chapter 6 (pp. 220-221), compare past and present maps

### **3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.**

\*Content: Meaning and importance of the Constitution and the Declaration of Independence

\*Resources/Materials: Chapter 6 (Lesson 3)





## Unit 4---Citizens and Government

\*\*\*Please teach all of Chapter 7 and Chapter 8 (Lessons 1 through 4)

\*\*\*It is not necessary to teach Chapter 8 (Lesson 5)

\*\*Essential Questions:

- 1) Why do we need rules and/or laws in a community?
- 2) What are some basic rights of citizens?
- 3) What is a responsibility of being a citizen?
- 4) Why are the Constitution and the Declaration of Independence important?
- 5) What is a student's role in the Watertown school community?

### **3.G.1.1. Students are able to identify and use map components.**

\*Content: Road map, map key, compass rose, landmarks/features

\*Resources/Materials: Chapter 8 (pp.278-279), Watertown city map, South Dakota map, atlas

### **3.C.1.1. Students are able to explain human relationships and roles in a community.**

\*Content: Elections, voting, volunteer, rights, responsibility, citizen

\*Resources/Materials: All of Chapter 7 (Lesson 1 and 2 pp. 244-251, Lesson 3 pp. 252-261), Kids Voting materials (Sample ballots, booth, etc.)

### **3.C.1.2. Students are able to recognize government agencies and their roles in a community.**

\*Content: Legislative, judicial, and executive branches of government, Congress, governor, president, Supreme Court, mayor, city council

\*Resources/Materials: Chapter 8 (Lessons 1 – 4), skip Chapter 8 (Lesson 5), suggested speakers (Mayor Paul Fox, city council members, school board members, law enforcement, judges), tour Court House and City Hall

### **3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.**

\*Content: Constitution, Declaration of Independence

\*Resources/Materials: Chapter 8 (Lesson 1), do Constitution Day activity, use internet for photos and resources of the Constitution and the Declaration of Independence

### **3.C.1.4. Students are able to explain why communities have rules and laws.**

\*Content: Rule, law, consequences, compromise, conflict

\*Resources/Materials: Chapter 7 (Lesson 2), Chapter 8 (pp. 288-289)

### **3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.**

\*Content: Rights, responsibility, boycott, this overlaps with Standard 3.C.1.1

\*Resources/Materials: Chapter 7 (Lessons 1 – 3)



## Unit 5---People In Communities

### \*\*Essential Questions:

- 1) How did the early settlers overcome obstacles in creating communities?
- 2) How do the different cultures affect a community?
- 3) How do communities share their cultures and traditions?
- 4) How does migration affect the citizens of a community?
- 5) How does the community of Watertown celebrate different cultures and traditions?

### **3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.**

\*Content: Opportunity, prejudice, migration, diversity

\*Resources/Material: Chapter 9 (Lessons 1 and 2), Introduction (pp. 318-321, “Dreaming of America”)

### **3.US.2.1. Students are able to describe characteristics of a community.**

\*Content: Culture, population

\*Resources/Materials: Chapter 9 (Lesson 1)

### **3.US.2.2. Students are able to identify a community’s culture and history.**

\*Content: Events, customs, traditions, landmarks

\*Resources/Materials: Chapter 9 (Lessons 2 and 3), Bud Webb (speaker)

### **3.W.1.1. Students are able to identify events as past or present.**

\*Content: Timelines, historical fiction literature, biographies

\*Resources/Materials: Chapter 10 (Lesson 1), historical fiction/non-fiction books (pp.354-355)

### **3.G.1.1. Students are able to identify and use map components.**

\*Content: Population, map components

\*Resources/Materials: Chapter 9 (pp. 330-331)

### **3.G.2.1. Students are able to identify reasons people move and how it affects their communities.**

\*Content: Prejudice, opportunity, migrate, diversity, ethnic groups

\*Resources/Material: Chapter 9 (Lessons 1 and 2)



## **Unit 6---Working In Communities**

**\*\*Essential Questions:**

- 1) What are some government services that are paid for by our taxes?
- 2) What are some natural and human resources in our community?
- 3) How do people in a community depend on one another?
- 4) What are some goods and services in our community?
- 5) How do volunteers in Watertown make a difference for others?

**3.G.1.1. Students are able to identify and use map components.**

\*Resources/Materials: pp. 398-399

**3.C.1.1. Students are able to explain human relationships and roles in a community.**

\*Content: Cooperation, volunteering

\*Resources/Materials: pp. 382-385, pp. 404-405

**3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.**

\*Content: Human resources, natural resources, goods and services

\*Resources/Materials: Chapter 11 (Lesson 1, pp.388-393 and Lesson 2, pp.394-397), Junior Achievement sessions

**3.E.1.2. Students are able to identify goods and services available in the students' communities.**

\*Content: Human resources, natural resources, goods and services

\*Resources/Materials: Junior Achievement

**3.E.1.3. Students are able to identify the relationships between taxation and government service.**

\*Content: Supply, demand, economic choice, taxes

\*Resources/Materials: Chapter 12 (Lesson 2, pp. 422-425 and pp. 432-433), supplemental discussion on taxes, Junior Achievement



**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**

**3-5**

**Third Grade U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.</b></p> <ul style="list-style-type: none"> <li>• Recognize landforms, natural resources, and waterways as important factors in building communities.</li> </ul> <p>Examples: following the buffalo (nomadic life style), building settlements near natural resources</p>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.US.2.1. Students are able to describe characteristics of a community.</b></p> <p>Examples: language, cultures, values, rules, and laws</p>
(Knowledge)	<p><b>3.US.2.2. Students are able to identify a community's culture and history.</b></p> <p>Example: influential people and events</p>

**Third Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• explain how obstacles and successes affected the development of early settlements and Native American communities;</li> <li>• compare and contrast characteristics of a variety of communities;</li> <li>• describe the effects of a community's culture on its history.</li> </ul>
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<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify the obstacles and successes of the early settlers and Native Americans in creating communities;</li> <li>• describe characteristics of a community and its culture and history.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify types of communities;</li> <li>• identify the community's culture.</li> </ul>

**Third Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<b>3.W.1.1. Students are able to identify events as past or present.</b> <b>Examples:</b> timelines, historical fiction literature, biographies

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<b>3.W.2.1. Students are able to list the reasons why people immigrate.</b> <b>Examples:</b> war, religious reasons, way of life, freedom

**Third Grade World History  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• explain how events of the past continue to influence current events;</li> <li>• describe reasons why people immigrate.</li> </ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify events as past or present;</li> <li>• list the reasons why people immigrate.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one event as past or present;</li> <li>• list one reason why people immigrate.</li> </ul>

**Third Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.G.1.1. Students are able to identify and use map components.</b></p> <p><b>Examples:</b> title, map key, compass rose, lines and borders, roads and routes, objects and symbols</p> <ul style="list-style-type: none"> <li>• Construct a map using map key and symbols, title, compass rose, and boundaries.</li> </ul>
(Knowledge)	<p><b>3.G.1.2. Students are able to identify locations in a community by using grid systems.</b></p>
(Application)	<p><b>3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.</b></p> <ul style="list-style-type: none"> <li>• Identify the five mountain ranges, bordering oceans, Gulf of Mexico, major rivers, and the Great Lakes.</li> <li>• Identify state and national borders.</li> </ul>

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.G.2.1. Students are able to identify reasons people move and how it affects their communities.</b></p> <p><b>Examples:</b> rural to urban, ghost towns, overpopulation, school consolidation</p>

**Third Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• identify and use map components to create a map;</li> <li>• locate and label major landforms of the United States.</li> </ul>
<b>Proficient</b>	<p><b>Third grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify and use map components;</li> <li>• identify locations in a community by using grid systems;</li> </ul>

	<ul style="list-style-type: none"> <li>• identify reasons people move and how it affects their communities;</li> <li>• locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify three components on a map;</li> <li>• identify a reason people move and the effects on community.</li> </ul>

**Third Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>3.C.1.1. Students are able to explain human relationships and roles in a community.</b> <ul style="list-style-type: none"> <li>• Classroom Examples: cooperation, Character Counts</li> <li>• Community Example: volunteer</li> <li>• Civic life Examples: following laws, voting, paying taxes</li> </ul>
(Comprehension)	<b>3.C.1.2. Students are able to recognize government agencies and their roles in a community.</b> <ul style="list-style-type: none"> <li>• Councils and boards</li> <li>• Lawmaking and law enforcement</li> </ul>
(Comprehension)	<b>3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.</b>
(Comprehension)	<b>3.C.1.4. Students are able to explain why communities have rules and laws.</b> <ul style="list-style-type: none"> <li>• Obey rules (classroom, family, community)</li> <li>• Conflict resolution and compromise</li> </ul> ✓ Explain the process of making rules and laws, enforcing laws, voting, and becoming a citizen.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.</b></p> <ul style="list-style-type: none"> <li>• Volunteerism</li> </ul>

**Third Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast human relations and roles;</li> <li>• describe examples of their rights and responsibilities as a citizen;</li> <li>• create a functioning set of laws for their own or a fictional community.</li> </ul>
<b>Proficient</b>	<p><b>Third grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain human relationships, roles in a community, and reasons for rules and laws;</li> <li>• recognize government agencies and their roles in a community;</li> <li>• explain the importance of the Constitution and Declaration of Independence;</li> <li>• identify the rights and responsibilities of citizenship.</li> </ul>
<b>Basic</b>	<p><b>Third grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify a right and a responsibility of citizenship;</li> <li>• list three government agencies;</li> <li>• list three laws they have broken today.</li> </ul>

**Third Grade Economics  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.</b></p> <p><b>Examples:</b> human resources-workers, natural resources-trees, water, animals, soil</p>
(Knowledge)	<p><b>3.E.1.2. Students are able to identify goods and services available in the students' communities.</b></p>

(Knowledge)	<p><b>3.E.1.3. Students are able to identify the relationships between taxation and government service.</b></p> <p>✓ Explain how scarcity of supplies and resources requires citizens to make choices and these choices involve costs.</p>
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**Third Grade Economics  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• describe the goods and services available in their communities;</li> <li>• describe a supply and demand situation in their communities;</li> <li>• describe how taxes affect government services.</li> </ul>
<b>Proficient</b>	<p><b>Third grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain ways producers use natural resources, human resources, and capital resources to produce goods and services;</li> <li>• identify goods and services available in their communities;</li> <li>• identify the relationships between taxation and government services.</li> </ul>
<b>Basic</b>	<p><b>Third grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify a good and a service available in their communities;</li> <li>• identify a natural resource, a capital resource, and a human resource;</li> <li>• identify one government service that is paid for by taxes.</li> </ul>

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**

**3-5**

**Third Grade U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.</b></p> <ul style="list-style-type: none"> <li>• Recognize landforms, natural resources, and waterways as important factors in building communities.</li> </ul> <p>Examples: following the buffalo (nomadic life style), building settlements near natural resources</p>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>3.US.2.1. Students are able to describe characteristics of a community.</b></p> <p>Examples: language, cultures, values, rules, and laws</p>
(Knowledge)	<p><b>3.US.2.2. Students are able to identify a community's culture and history.</b></p> <p>Example: influential people and events</p>

**Third Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• explain how obstacles and successes affected the development of early settlements and Native American communities;</li> <li>• compare and contrast characteristics of a variety of communities;</li> <li>• describe the effects of a community's culture on its history.</li> </ul>
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<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify the obstacles and successes of the early settlers and Native Americans in creating communities;</li> <li>• describe characteristics of a community and its culture and history.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify types of communities;</li> <li>• identify the community's culture.</li> </ul>

**Third Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<b>3.W.1.1. Students are able to identify events as past or present.</b> <b>Examples:</b> timelines, historical fiction literature, biographies

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<b>3.W.2.1. Students are able to list the reasons why people immigrate.</b> <b>Examples:</b> war, religious reasons, way of life, freedom

**Third Grade World History  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• explain how events of the past continue to influence current events;</li> <li>• describe reasons why people immigrate.</li> </ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify events as past or present;</li> <li>• list the reasons why people immigrate.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one event as past or present;</li> <li>• list one reason why people immigrate.</li> </ul>

**Third Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.G.1.1. Students are able to identify and use map components.</b></p> <p><b>Examples:</b> title, map key, compass rose, lines and borders, roads and routes, objects and symbols</p> <ul style="list-style-type: none"> <li>• Construct a map using map key and symbols, title, compass rose, and boundaries.</li> </ul>
(Knowledge)	<p><b>3.G.1.2. Students are able to identify locations in a community by using grid systems.</b></p>
(Application)	<p><b>3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.</b></p> <ul style="list-style-type: none"> <li>• Identify the five mountain ranges, bordering oceans, Gulf of Mexico, major rivers, and the Great Lakes.</li> <li>• Identify state and national borders.</li> </ul>

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.G.2.1. Students are able to identify reasons people move and how it affects their communities.</b></p> <p><b>Examples:</b> rural to urban, ghost towns, overpopulation, school consolidation</p>

**Third Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• identify and use map components to create a map;</li> <li>• locate and label major landforms of the United States.</li> </ul>
<b>Proficient</b>	<p><b>Third grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify and use map components;</li> <li>• identify locations in a community by using grid systems;</li> </ul>



	<ul style="list-style-type: none"> <li>• identify reasons people move and how it affects their communities;</li> <li>• locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify three components on a map;</li> <li>• identify a reason people move and the effects on community.</li> </ul>

**Third Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>3.C.1.1. Students are able to explain human relationships and roles in a community.</b> <ul style="list-style-type: none"> <li>• Classroom Examples: cooperation, Character Counts</li> <li>• Community Example: volunteer</li> <li>• Civic life Examples: following laws, voting, paying taxes</li> </ul>
(Comprehension)	<b>3.C.1.2. Students are able to recognize government agencies and their roles in a community.</b> <ul style="list-style-type: none"> <li>• Councils and boards</li> <li>• Lawmaking and law enforcement</li> </ul>
(Comprehension)	<b>3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.</b>
(Comprehension)	<b>3.C.1.4. Students are able to explain why communities have rules and laws.</b> <ul style="list-style-type: none"> <li>• Obey rules (classroom, family, community)</li> <li>• Conflict resolution and compromise</li> </ul> ✓ Explain the process of making rules and laws, enforcing laws, voting, and becoming a citizen.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.</b></p> <ul style="list-style-type: none"> <li>• Volunteerism</li> </ul>

**Third Grade Civics (Government)  
Performance Descriptors**

Advanced	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast human relations and roles;</li> <li>• describe examples of their rights and responsibilities as a citizen;</li> <li>• create a functioning set of laws for their own or a fictional community.</li> </ul>
Proficient	<p><b>Third grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain human relationships, roles in a community, and reasons for rules and laws;</li> <li>• recognize government agencies and their roles in a community;</li> <li>• explain the importance of the Constitution and Declaration of Independence;</li> <li>• identify the rights and responsibilities of citizenship.</li> </ul>
Basic	<p><b>Third grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify a right and a responsibility of citizenship;</li> <li>• list three government agencies;</li> <li>• list three laws they have broken today.</li> </ul>

**Third Grade Economics  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.</b></p> <p><b>Examples:</b> human resources-workers, natural resources-trees, water, animals, soil</p>
(Knowledge)	<p><b>3.E.1.2. Students are able to identify goods and services available in the students' communities.</b></p>

(Knowledge)	<p><b>3.E.1.3. Students are able to identify the relationships between taxation and government service.</b></p> <p>✓ Explain how scarcity of supplies and resources requires citizens to make choices and these choices involve costs.</p>
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**Third Grade Economics  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• describe the goods and services available in their communities;</li> <li>• describe a supply and demand situation in their communities;</li> <li>• describe how taxes affect government services.</li> </ul>
<b>Proficient</b>	<p><b>Third grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain ways producers use natural resources, human resources, and capital resources to produce goods and services;</li> <li>• identify goods and services available in their communities;</li> <li>• identify the relationships between taxation and government services.</li> </ul>
<b>Basic</b>	<p><b>Third grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify a good and a service available in their communities;</li> <li>• identify a natural resource, a capital resource, and a human resource;</li> <li>• identify one government service that is paid for by taxes.</li> </ul>

<b>GRADE THREE</b>		
<b>SOCIAL STUDIES</b>	<b>STANDARD</b>	<b>TESTED</b>
	<b>Story of Watertown - Florence Bruehn Harcourt Brace - Communities</b>	
	<p><b>1.0 HISTORY STANDARDS</b></p> <p>1.1. Study their local community and its history.</p> <p>1.2. Summarize the various reasons for exploration and settlement of the United States through the study of Spanish, English, and French explorers, including religious reasons, economic reasons, and geographical reasons.</p> <p>1.3. Analyze the obstacles and successes of the early settlers in creating communities, including land forms, resources, and waterways.</p> <p>1.4. Draw connections to present day migration and settlement patterns, including rural to urban, and the continued global migration to America.</p> <p><b>2.0 GEOGRAPHY STANDARDS</b></p> <p>2.1. Integrate the study of communities through map work by identifying, locating, and use map title, map key, compass rose, lines and borders, roads and routes, and objects and symbols.</p> <p>2.2. Use grid systems to locate communities.</p> <p>2.3. Construct a map using map key and symbols, map scale, title, compass rose including intermediate directions, and boundaries.</p> <p>2.4. Construct and label a landform map of the United States, including the five mountain ranges, bordering oceans and the Gulf of Mexico, major rivers, and the Great Lakes.</p> <p><b>3.0 CIVICS STANDARDS</b></p> <p>3.1. Recognize the relationship between rights, respect, responsibilities and consequences of citizen ship.</p> <p>3.2. Analyze human relationships and roles between and among individuals and groups, cultural groups and a community, and communities and state.</p> <p>3.3. Explain the fundamental ideas and principles that form the foundation of our government and various communities of the past and present with emphasis on life, liberty, pursuit of happiness,</p>	<p>Story of Watertown</p> <p>See attached</p> <p>pp. 348-353</p> <p>pp. 348-353</p> <p>pp. 375-383</p> <p>pp. 38-47</p> <p>pp. 250-251</p> <p>pp. 46-47</p> <p>pp. 96-97</p> <p>pp. 48-52</p> <p>pp. 62-69</p> <p>Jr. Achievement pp.282-287</p>



**SOCIAL STUDIES**

**GRADE THREE**

**STANDARD**

**Story of Watertown - Florence Bruehn  
Harcourt Brace - Communities**

**TESTED**

and equality under the law.

3.4. Explain why communities have rules or laws and how they protect the rights and freedoms of individuals.

3.5. Explain the process of making rules and laws, enforcing laws, voting, becoming a citizen.

3.6. Recognize that there are various government bodies such as councils, boards, and legislatures.

**4.0 ECONOMICS STANDARDS**

4.1. Explain scarcity by citing examples of limited supplies and scarce resources.

4.2. Explain goods and services available in the students' community and how changing modes of transportation and communication impact their distribution.

4.3. Explain the relationships between taxation and government service.

4.4. Summarize how various government regulations affect use of local resources.

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349

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2006-2007

## Grade 3 Science Kit Schedule

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Roosevelt	Earth Science (Ch. 5-9)	Space/Technology (Chapt. 15-17)	Life Science (Chapt. 1-4)	Physical Science (Ch. 10-14)
Jefferson	Physical Science (Ch. 10-14)	Life Science (Chapt. 1-4)	Space/Technology (Chapt. 15-17)	Earth Science (Ch. 5-9)
McKinley	Life Science (Chapt. 1-4)	Space/Technology (Chapt. 15-17)	Physical Science (Ch. 10-14)	Earth Science (Ch. 5-9)
Lincoln	Earth Science (Ch. 5-9)	Physical Science (Ch. 10-14)	Life Science (Chapt. 1-4)	Space/Technology (Chapt. 15-17)
Mellette	Space/Technology (Chapt. 15-17)	Earth Science (Ch. 5-9)	Physical Science (Ch. 10-14)	Life Science (Chapt. 1-4)

**\*Kits must be requested from the Science Center (reilm@wtn.k12.sd.us). They will not be sent out automatically.**

**\*Please ship the kit to the Science Center on or before the final day of your scheduled time, repacking all materials, using the list on the box for reference.**

**\*You may order kits if they have not been scheduled to be in another school. Your grade level has 3 kits for each science unit.**

**\*You may request other science materials or just the consumable materials from a box. Send a detailed list to reilm@wtn.k12.sd.us**



## Third Grade

### Nature of Science

The nature of science is woven into each strand of the science curriculum. We believe that it is important to ask question, research, and understand the origin of scientific knowledge (inquiry methodology). We believe that we need to begin the science curriculum by teaching an inquiry-based lesson and modeling the process effectively in order to teach students how to do this. Examples: dropping egg, dropping different materials, sink and float, inquiry lessons related to strands, etc.

### Technology, Environmental, and Society

- 1.0 Analyze various implications/effects of scientific advancement within the environment and society.**
- 1.1 Recognize ways to recycle, reuse, and reduce consumption of natural resources. (Chapter 9, Lesson 1, 2, 3)**
- Define recycle, reuse, and reduce.
  - Landfill field trip

*Assessment: Analyze ways recycling, reusing, and reducing conserves natural resources.*

- 2.0 Analyze the relationship/interactions among science, technology, environment, and society.**
- None

### Life

- 1.0 Understand the fundamental structures, functions, classifications, and mechanisms found in living things.**
- 1.1 Identify the basic structures, functions, and needs of plants in relation to their environment. (Chapter 1, Lesson 1,2,3,4)**
- differentiate between plants and animals
  - Example: leaves, stems, roots, flowers
  - Functions: Functions of the parts of the plants.
  - Needs: Why they need leaves, roots, seeds, etc.?
- 1.2 Identify characteristic features of animals and their related functions in relation to their environment. (Chapter 2, Lesson 1,2,3)**
- differentiate between plants and animals
  - Example: wings/hollow bones, webbed feet, fins
  - Functions: Function of parts of animals.
  - Needs: Why they need

*Assessment: Explain how an animal or plant is specially adapted to meets its Survival needs.*

*B. Name the basic structures, functions, characteristics, and basic needs of plants and animals.*

**1.3 Describe life cycles, including growth and metamorphosis, of familiar organisms. (Chapter 2, Lesson 2) Supplement this unit with Internet activities and other materials.**

- differentiate between adult males and females.
- Example: dull-colored female birds/colorful males

*Assessment: Describe life cycles, including growth and metamorphosis of familiar organisms.*

**2.0 Analyze various patterns and products of natural and induced biological change.**

**2.1 Explain how animals instinctively meet basic needs in their environment. (Chapter 2, Lesson 3)**

- Give examples of basic needs
- Example: How baby birds know how to open their mouths for food, etc.

**3.0 Analyze how organisms are linked to one another and the environment.**

**3.1 Describe how species depend on one another and on the environment for survival. (Chapter 3, Lesson 1)**

- Describe cause and effect relationships in living systems.
- Living parts depend on non-living parts

*Assessment: Describe how living things are supported by the environment, yet are diverse and interdependent.*

**3.2 Explain how environments support a diversity of plants and animals. (Chapter 3, Lesson 2,3,4)**

- Describe types of environments
- grasslands, tundra, desert, forest, water
- Example: deserts and what lives there.

**3.3 Describe ways humans impact air, water, and habitat quality. (Chapter 4, Lesson 5) Supplemental Materials**

- Define pollution
- Chad Foust is a great resource
- greenhouse, deforestation, etc.
- timeforkids.com
- National Geographics, Weekly Readers
- Supplemental
- Example: water pollution from chemical waste

*Assessment: Describe ways human impact air, water, and habitat quality.  
B. Analyze the impact humans have on the environment.*

- 3.4 Examine fossils and describe how they provide evidence of change in organisms. (Chapter 1, Lesson 5 – Chapter 2, Lesson 4)**  
-Define fossil  
-zoo trip planned.

*Assessment: Describe how fossils provide evidence of change.*

## Physical Science

- 1.0 Describe structures and properties of, and changes in, matter.**  
**1.1 Describe physical properties of matter using the senses (touch, smell, etc.) (Chapter 10, Lesson 1 pp. 279-281)**  
-Define the five senses  
-Define solid, liquid, and gas.  
Example: color, size, shape, hardness, opacity, flexibility, texture, smell, temperature, weight

*Assessment: Compare and contrast the physical properties of granite and calcite.*

*B. Use a magnifying glass to observe and describe the physical properties of a rock.*

- 1.2 Use tools to relate composition to physical properties. (Chapter 10, Lesson 1, pp. 279-281 Chapter 11, Lesson 1 )**  
-Describe the basic characteristics of matter in relation to space and mass.  
-Recognize changes in matter from one state to another using water.
- 1.3 Demonstrate how a different substance can be made by combining two or more substances. (Chapter 11, Lesson 2)**  
-Identify a mixture.  
Example: flour and water/paste. Flour, water, salt/play-dough.

*Assessment: Demonstrate how individual materials combine to make a different substance.*

- 2.0 Analyze forces, their forms, and their effects on motions.**  
None

- 3.0 Analyze interactions of energy and matter.**  
**3.1 Define energy and differentiate between sources of renewable and non-renewable energy. (Chapter 13, Lesson 1 – Chapter 9, Lesson 1)**  
-Describe renewable and non-renewable energy.  
Example: renewable (wind and water), nonrenewable (coal and

Oil)

*Assessment: Predict what would happen if we overused a renewable or non-renewable energy/resource.*

*B. Define energy and label pictures of renewable and non-renewable energy.*

**3.2 Demonstrate how sound consists of vibration and pitch. (Chapter 14, Lesson 1) Supplemental**

- Low tones are caused by slow vibrations
- High tones are caused by fast vibrations
- Relate the rate of vibration to the pitch of sound.
- Example: varied levels of water in glass containers being struck creating different pitches.
- Orchestra and band people
- Speech therapist
- Leveled Reader's

*Assessment: Demonstrate how sound consists of vibrations and how pitch changes.*

**3.3 Identify how sound is used as a means of communication. (Chapter 14, Lesson 2) Supplemental**

- Give examples of kinds of communications
- Example: telephone ringing, train whistle, fire alarm, sirens, voice, and animal noises.

*Assessment: Demonstrate how sound travels*

*B. Explain the different ways sound is used to communicate.*

## **Earth Science**

**1.0 Analyze the various structures and processes of the Earth system.**

**1.1 Define the difference between a rock and a mineral. (Chapter 7, Lesson 1 and 2)**

- Introduce: Examine fossils and describe how they are formed.
- Example: Minerals look the same throughout while you can see different minerals within a rock.

*Assessment: Compare and contrast rocks and minerals.*

*B. Group rocks and minerals.*

**1.2 Describe how humans use Earth's natural resources. (Chapter 7, Lesson 2 - Chapter 9, Lesson 1 and 2)**

- Define natural resources
- Example: using minerals for jewelry or trees for paper.

*Assessment: Describe Earth's natural resources and their products.*

**2.0 Analyze essential principles and ideas about the composition and structure of the universe.**

**2.1 Identify the Earth as one of the planets that orbits the Sun.  
(Chapter 16, Lesson 1)**

-All planets orbit the Sun.

*Assessment: Create a visual representation of the Sun and planets.*

*B. Identify the Sun, Earth, and Moon as a system.*

**2.2 Recognize changes in the appearance of the Moon over time.  
(Chapter 15, Lesson 2,3)**

-Know that the Moon does not change shape, but at different times appears to change shape.

-Describe the causes for Earth's seasons.

-Introduce: Explain the relationship between the rotation of the Earth on its axis and the day/night cycle.

*Assessment: Describe the change in appearance of the Moon over time.*

*Do not use: Chapter 5,6,8,12,17*

**3RD GRADE  
SCIENCE  
STANDARDS**

**Summer 2006**

**Inquiry Lessons**

**For additional help, please contact  
Jensi Andrus at the High School.**

**The terrific third grade teachers that complied  
these lessons are:**

***Life Science***

**Lincoln:**

***Mary Engebretson***

***Julie Denzer***

***Renee' Cummings***

**McKinley:**

***Doreen Kludt***

***Chad Lentch***

***Physical Science***

**Jefferson:**

***Jill Hauger***

***Becky Lubbers***

***AnnDeSpiegler***

**Mellette:**

***Bev Miller***

***Karen Johnson***

***Earth/Space Science***

**Roosevelt:**

***Nyla Bergan***

***James (JJ) Clendenin***

## **What is Inquiry Based Learning?**

Experiencing

Discovering\*\*Key word!!!

Learning

Finding out

Hands On

Peer Teaching

Thinking

Having Fun

Questioning

Predicting

Making observations

Collecting & Recording Data

Discovery is the key, time is an issue. Getting kids to think in the right direction, the teacher needs to redirect often times. Even if each group does not determine the same observation, when kids share everything is learned. The teacher is the facilitator. Kids need to do deeper thinking, predicting, and analyzing.



**Science strand:**

**Standard:**

**Performance descriptors:**

**Inquiry Lesson--**

**Materials and resources:**

**Initial Observations (What will the students be observing/exploring?):**

**Grouping of class:**

**Questions to build curiosity: (Teacher questions):**

**Assessing prior knowledge:**

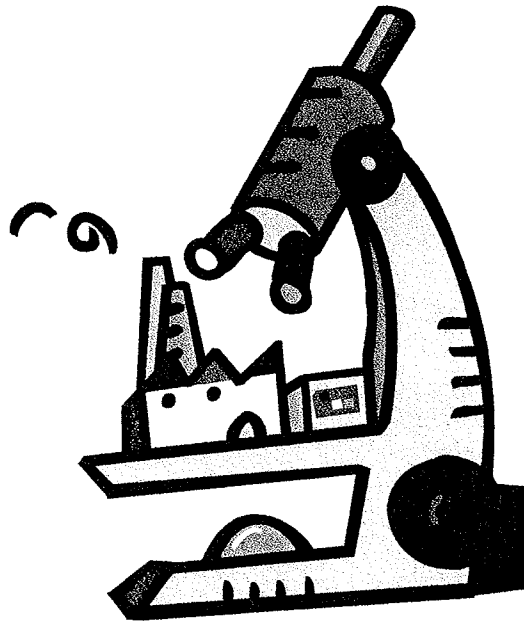
**Communication ---(How will the students communicate results, observations, and conclusions?):**

**Extensions:**

**Assessment:**

**3<sup>rd</sup> Grade**  
**Science Standards**  
**Inquiry Lessons**

Physical  
Science



# Physical Science Inquiry Lesson

**INDICATOR 1:** Describe structures and properties of, and changes in matter.

Standard 3.P.1.1.: Students are able to describe physical properties of matter using the 5 senses.

\*Introduction to Chapter 10

## **MATERIALS AND RESOURCES:**

Chapter 10 and resource kit  
Technology provided with Scott Foresman series  
Find examples of liquids, solids and gases such as Gatorade, hockey stick, and rubber playground ball.

## **INITIAL OBSERVATIONS:**

Using their 5 senses, students will describe items

Item: \_\_\_\_\_

How does it look? \_\_\_\_\_

How does it feel? \_\_\_\_\_

How does it smell? \_\_\_\_\_

**GROUPING:** Groups of three

## **QUESTIONS TO BUILD CURIOSITY:**

In what ways are these items the same / different?

What are each of these made of?

How did each of these get their shape?

Would the shape of the Gatorade change if I poured it into a glass?

How could we change the shape of the rubber ball?

Which object weighs more?

Which object weighs less?

**ACCESSING PRIOR KNOWLEDGE:** use above questions

Write "SOLID" "LIQUID" "GAS" on the board. Ask "What is your definition of each term?" Now in your group sort the items on page 274-275 into a solid, liquid, gas.

## **COMMUNICATION:**

Groups share info with the class while teacher records and asks if others agree.

## **INDICATOR 1 (Cont.)**

**Standard 3.P.1.2.: Use tools to relate composition (what matter is made up of and how it relates) to physical properties.**

**\*Conclusion to Chapter 10**

### **MATERIALS AND RESOURCES:**

TM p. 273E

water, honey, vegetable oil, green food coloring, paper towels, spoon, tall clear container, metric measuring cup

flip chart- see Activity Book p 127

### **INITIAL OBSERVATION:**

Students will compare the densities of different liquids.

**GROUPING:** pairs

### **QUESTIONS TO BUILD CURIOSITY:**

How could we compare the density of water, honey, and vegetable oil?

How are these 3 liquids the same? different?

Predict which liquid you think will be more dense? less dense?

How could the green food coloring help us in this activity?

### **ACCESSING PRIOR KNOWLEDGE:**

Review the concepts of density.

Review how to use a liquid measuring cup and it's markings.

**COMMUNICATION:** Share predictions

**EXTENSION:** While oil feels heavier in our hand than water- Research why oil is less dense.

## **INDICATOR 1 (Cont.)**

**Standard 3.P.1.3.:** Students are able to demonstrate how a different substance can be made by combining two or more substances.

### **MATERIALS AND RESOURCES:**

Orange Julius Recipe (refer for amounts needed for each ingredient)

orange juice, milk, ice cubes, vanilla, sugar

blender

small cups

spoons

### **INITIAL OBSERVATIONS:**

Observe how different substances change when combined with other substances.

**GROUPING:** large group

### **QUESTIONS TO BUILD CURIOSITY:**

How do each of the ingredients look, taste and feel?

Which of the ingredients are solids, liquids, and gas?

### **ACCESSING PRIOR KNOWLEDGE:**

Discuss what each of these ingredients could be used for separately.

How have you used each of these ingredients?

### **COMMUNICATION:**

After blending substances and tasting small amounts, discuss how properties of the substances have changed.

### **EXTENTIONS:**

Research why sugar dissolves in liquid.

**Science strand:**      **Physical Science**

**Standard:**      Students are able to define energy and differentiate between sources of renewable and non-renewable energy      *3.P.3.1*

**Performance descriptors:**

\*\*\*\*\*Predict what would happen if we overused a renewable or non-renewable energy/resource

\*\*\*\*\*Define energy and label pictures of renewable and non-renewable energy

**Inquiry Lesson--**

What would happen if we overused a renewable or non-renewable energy source?

**Materials and resources:**

Pages: 242 (Pictures); 247; 248; 491

Venn Diagram of non vs. renewable energy sources

**Initial Observations (What will the students be observing/exploring?):**

Describe what energy is and where it is produced.

Discuss what is renewable and non-renewable.

Discuss energy sources and categorize into renewable or non-renewable groups---candle, dry cell battery, matches, hot pot, fan, pictures of waterfalls and mills; water dams

**Grouping of class:**

Group of 2 students

**Questions to build curiosity: (Teacher questions):**

How could using too much \_\_\_\_\_(Energy example) affect the environment around you?

What are different ways to avoid overuse of 3 energy sources..... such as.....electricity; water, gas

**Assessing prior knowledge:**

Think of your home: Think what appliances require electrical, light, or heat energy. How does your family use or overuse too much of each of these energy sources?

**Communication**

**(How will the students communicate results, observations, and conclusions?):**

Design a web using INSPIRATION software to demonstrate what things are nonrenewable and renewable energy. From each "Leg" of the chart, design what would happen if the energy source would be overused. Video tape each small group and show the entire video using the LCD projector.

**Extensions:**

Visit a power plant or Utilities company or take a virtual tour via internet regarding energy.

**Assessment:**

Inspiration project--Does it meet criteria of what was expected? (Teacher preference on how many and what detail is needed on INSPIRATION.)

**ience strand: Physical Science**

**Standard:** Students are able to demonstrate how sound consists of vibrations and pitch. *3.P.3.2*

**Performance descriptors:**

Demonstrate how sound travels

Demonstrate how sound consists of vibrations and how pitch changes

**Inquiry Lesson--** How can you see sound vibrations and how does pitch change the vibrations on an instrument?

**Materials and resources:**

Text pages 388--Directed inquiry lab

Student resources are in ACTIVITY BOOK--page 163 and T 97.

Have samples of some instruments--violin; guitar; ukulele; drum; wind chimes; glasses with different water levels; sign to remind kids to speak with fingers on throat.

Use building speech teacher/ hearing specialists to demonstrate sound vibrations using different speech instruments.

**Initial Observations (What will the students be observing/exploring?):**

Allow students time to formulate questions about how sound vibrates within each object--(listed above).

Does playing the instrument in different ways affect the vibration produced?

**Grouping of class:**

2 students per group--But each student should make vibration viewer shown on page 388.

**Questions to build curiosity: (Teacher questions):**

How does sound travel from an instrument to your ear?

Why do all instruments sound differently---ex. stringed instruments?



**Processing prior knowledge:**

Pluck a stretched rubber band. What do you see and hear? Explain that when something moves back and forth it causes vibrations. Sounds only happens when something vibrates. (Taken from Teacher Resource Book--Every Student Learns--page 60)

**Communication**

**(How will the students communicate results, observations, and conclusions?):**

Activity book page 168 and complete T 97

**Extensions:**

At home, make a musical instrument and experiment with loud and soft sounds. Bring it to class to show to other classmates.

**Assessment:**

Rubric T 97 on How can you see sound vibrations?

**Science strand:** Physical Science

**Standard:** Students are able to identify how sound is used as a means of communication. *3.P. 3.3*

**Performance descriptors:**

Demonstrate how sound travels

Explain the different ways sound is used to communicate

Give examples of kinds of communication

**Inquiry Lesson--**

Explain the different ways sound is used to communicate in our environment.

**Materials and resources:**

Pages 396---403.

Tin cans attached with string

train whistle; dial phone; fire alarm system; animal whistles

**Initial Observations (What will the students be observing/exploring?):**

Soundwaves travel at different speeds and through different objects in nature (air, water, wood) to help us communicate various needs-need help in emergency; calling someone; etc.

Refer to page 164 in Teacher Activity book for further guidance.

**Grouping of class:**

Group of 2

**Questions to build curiosity: (Teacher questions):**

What are some of your favorite ways to communicate with your friends?

How does having different materials change the way sound travels?

### **Accessing prior knowledge:**

(Taken from Teacher Resource book--Every Student Learns--page 61)---Tie a piece of rope approx. 10 feet long to an object that is about 3 feet above the ground. Hold the end of the rope and dangle it. Then move the rope faster and faster until it blurs and makes a sound like wind. What do you see and hear?

### **Communication**

**(How will the students communicate results, observations, and conclusions?):**

Make a chart with 3 columns. Label one solid, one column liquid, and the other gas. List three objects in each column which allow sound to travel through them effectively. Share results with the entire class.

### **Extensions:**

At home, choose other objects at home to see how well sound travels through each. thorough which one does sound travel best?

Also--Teacher's Resource Book--page 167 --has an additional activity to send home or use in the classroom.

### **Assessment:**

Does the 3 column chart meet the criteria you have required?  
A rubric could be developed for the chart and the class presentation.

**3<sup>rd</sup> Grade**  
**Science Standards**  
**Inquiry Lessons**

Life  
Science



# INQUIRY LESSON: Plantastic

**STRAND:** Life Science

**STANDARD: 3.L.1.1** Students are able to identify basic structures, functions, and needs of plants in relation to their environment.

Examples: leaves, stems, roots, flowers

## **PERFORMANCE DESCRIPTORS:**

Explain how an animal or plant is specially adapted to meet its survival needs. (adaptations)

Name the basic structures, functions, characteristics, and basic needs of plants and animals.

Describe how living things are supported by the environment, yet are diverse and interdependent.

Describe ways humans impact air, water, and habitat quality.

## **MATERIALS AND RESOURCES:**

Science Book- Chapter 1

Science kits

Literature

video

Florist/Botanist Betty Glosimodt

**INITIAL OBSERVATION**(What will the students be observing/exploring?)

Compare and contrast the radish plant and the grass plant using the Venn Diagram.

**GROUPING:** Individual Activity or pairs

**QUESTIONS TO BUILD CURIOSITY:**

What are the main parts of a plant?

Why do plants need roots and stems?

How are plants grouped?

How do new plants grow?

How are plants from the past like today's plants?

**ASSESSING PRIOR KNOWLEDGE:**

Volunteers name as many plant parts as they know. List on the board and review.

**COMMUNICATION** (How will the student communicate results, observations, conclusions?)

Share the Venn Diagram

Plant art project

**Extensions**

Crayon/leaf project

leaf rubbings

Scavenger hunt

# **INQUIRY LESSON: Animal Features**

**STRAND:** Life Science

**STANDARD:** 3.L.1.2 Students are able to identify characteristic features of animals and their related functions in relation to their environment.

## **PERFORMANCE DESCRIPTORS:**

Explain how an animal or plant is specially adapted to meet its survival needs.

Name the basic structures, functions, characteristics, and basic needs of plants and animals.

Describe life cycles, including growth and metamorphosis, of familiar organisms.

Describe how living things are supported by the environment, yet are diverse and interdependent.

Describe ways humans impact air, water, and habitat quality.

## **MATERIALS AND RESOURCES:**

Science Book Chapter 2

Animal literature

Video

Zoo

Jensi Andrus- Backbone/skeleton model

**INITIAL OBSERVATION**(What will the students be observing/exploring?)  
How do different animals live, grow, and change?  
How can you make a model of a backbone? TG p.36

**GROUPING:** Small Groups

**QUESTIONS TO BUILD CURIOSITY:**

How is a backbone able to bend if it is partially made of bone?  
What would happen if any of the bones in the back broke?  
How is a model like a real backbone?  
What is the difference between a vertebrate and invertebrate?  
What are different ways animals are grouped?

**ASSESSING PRIOR KNOWLEDGE:**

Make a kidspiration chart including fish, reptiles, mammals, birds, amphibians.  
List traits of each group.

**COMMUNICATION** (How will the student communicate results, observations, conclusions?)

Go online and look at different pictures of backbones.  
Study the backbone  
Sketch the backbone  
Animal collage grouping animals



# **INQUIRY LESSON: Froggie Grows Up**

**STRAND:** Life Science

**STANDARD: 3.L.1.3** Students are able to describe life cycles, including growth and metamorphosis of familiar organisms.

**PERFORMANCE DESCRIPTORS:**

Describe life cycles, including growth and metamorphosis, of familiar organisms.

**MATERIALS AND RESOURCES:**

Science book Chapter 2, Lesson 2  
video  
zoo  
Bait shop-tadpoles  
Miss Frizzle-Magic School Bus  
Web sites  
Songs

**INITIAL OBSERVATION**(What will the students be observing/exploring?)

The students will observe the frog Life Cycle from tadpole to adult frog.

**GROUPING:** Independent and whole group

**QUESTIONS TO BUILD CURIOSITY:**

How long does it take for a tadpole to become frog?

Where do frogs lay their eggs?

What would happen if a frogs eggs were hatched on land?

Does a frog need its mother?

How is a frog's life cycle different from a butterfly's life cycle?

**ASSESSING PRIOR KNOWLEDGE:**

KWL Chart

**COMMUNICATION** (How will the student communicate results, observations, conclusions?)

Use a Graphic Organizer Flow chart to identify each of the four stages of the Frog Life Cycle. Students will add drawings to each stage.

# **INQUIRY LESSON: Basic Instinct**

**STRAND:** Life Science

**STANDARD: 3.L2.1** Students are able to explain how animals instinctively meet basic needs in their environment.

## **PERFORMANCE DESCRIPTORS:**

Explain how an animal or plant is specially adapted to meet its survival needs.

Analyze the impact humans have on the environment.

Describe how living things are supported by the environment, yet are diverse and interdependent.

Describe ways humans impact air, water, and habitat quality

## **MATERIALS AND RESOURCES:**

Science Book Chapter 2, Lesson 3

Zoo people

Marne Lamle

Literature

**INITIAL OBSERVATION**(What will the students be observing/exploring?)

Grouping animals by their adaptations.

**GROUPING:** Small groups.

**QUESTIONS TO BUILD CURIOSITY:**

What is camouflage?

What will a porcupin do if it is approached by a dog?

Why do animals migrate or hibernate?

How do adaptations help animals?

What are some ways that animals protect themselves from enemies?

**ASSESSING PRIOR KNOWLEDGE:**

Read on-line articles about how animals survive.

**COMMUNICATION** (How will the student communicate results, observations, conclusions?)

Create a T-chart showing ways animal protect themselves, and share with the class.

Doreen Kludt and Chad Lentch

LIFE SCIENCE: Indicator 3

Inquiry Lesson: Analyze how organisms are linked to one another and the environment

Standard: 3.L.3.1 Students are able to describe how species depend on one another and on the environment for survival.

3.L.3.2 Students are able to explain how environments support a diversity of plants and animals.

Performance Descriptors:

Advanced:

\*explain how an animal or plant is specially adapted to meet its survival needs

Proficient:

\*name the basic structures, functions, characteristics, and basic needs of plants and animals

\* describe life cycles, including growth and metamorphosis, of familiar organisms

\* describe how living things are supported by the environment, yet are diverse and interdependent

\* describe ways humans impact air, water, and habitat quality

\*describe how fossils provide evidence of change

Basic:

\*explain the basic needs of plants and animals

\* explain how plants and animals adapt to their environment

\*name one way humans affect the environment

\*identify a fossil

### Materials and Resources:

Chapters 3 and 4

Computers with internet access for research.

Reference books from library.

Old magazines to cut out pictures.

Leveled books.

Art supplies for diorama: folder, clay, construction paper, etc.

Paper bags- ecosystem in a bag

### Initial Observations:

(What will the students be observing/exploring?)

How plants and animals are interdependent in various ecosystems.

### Grouping:

group #1	grassland ecosystem
group #2	desert ecosystem
group #3	tundra ecosystem
group #4	forest ecosystem
group #5	tropical forest ecosystem
group #6	freshwater ecosystem
group #7	saltwater ecosystem

### Questions to Build Curiosity:

What different types of plants and animals live in certain areas?

How do animals get their food energy?

In what ways are plants and animals the same? In

what ways are they different?

What sounds would you hear in the different ecosystems listed above?

### Accessing Prior Knowledge:

How do plants get their energy?

Brainstorm what they know about different ecosystems.

### Communication:

(How will the students communicate results, observations, and conclusions?)

Each group will present their finding in a visual format: a diorama of their ecosystem, a Kidspiration project projected with the LCD projector, a poster, an ecosystem in a bag: choose 10 objects/pictures of things found in your ecosystem. Draw out an item at a time and talk about them to the class.

### Extensions:

Make a collage of your ecosystem.

See flip chart on p. 65E of TM- Cut out a picture, glue to construction paper, identify the living and nonliving things in that picture.

Use the leveled books in guided reading.

How show mold needs food. Guided inquiry- p.90

What can happen in a place without predators?

Guided Inquiry- p. 128-129.

Doreen Kludt and Chad Lentch

LIFE SCIENCE: Indicator 3

Inquiry Lesson: Analyze how organisms are linked to one another and the environment

Standard:

3.L.3.3 Students are able to describe ways humans impact air, water, and habitat quality.

Performance Descriptors:

Advanced:

\*explain how an animal or plant is specially adapted to meet its survival needs

Proficient:

\*name the basic structures, functions, characteristics, and basic needs of plants and animals

\* describe life cycles, including growth and metamorphosis, of familiar organisms

\* describe how living things are supported by the environment, yet are diverse and interdependent

\* describe ways humans impact air, water, and habitat quality

\*describe how fossils provide evidence of change

Basic:

\*explain the basic needs of plants and animals

\* explain how plants and animals adapt to their environment

\*name one way humans affect the environment

\*identify a fossil

Materials and Resources:

p. 149- water pollution

p. 179, p. 493 air pollution

p. 120- healthy environments



\*Use extra library resources

\*Ties in with science, technology, environment, and society standards: recycle, reuse, reduce

Initial Observations:

(What will the students be observing/exploring?)

Grouping:

large group discussion

Questions to Build Curiosity:

Accessing Prior Knowledge:

Communication:

(How will the students communicate results, observations, and conclusions?)

Extensions:

Doreen Kludt and Chad Lentch

LIFE SCIENCE: Indicator 3

Inquiry Lesson: Analyze how organisms are linked to one another and the environment

Standard:

3.L.3.4 Students are able to examine fossils and describe how they provide evidence of change in organisms.

Performance Descriptors:

Advanced:

\*explain how an animal or plant is specially adapted to meet its survival needs

Proficient:

\*name the basic structures, functions, characteristics, and basic needs of plants and animals

\* describe life cycles, including growth and metamorphosis, of familiar organisms

\* describe how living things are supported by the environment, yet are diverse and interdependent

\* describe ways humans impact air, water, and habitat quality

\*describe how fossils provide evidence of change

Basic:

\*explain the basic needs of plants and animals

\* explain how plants and animals adapt to their environment

\*name one way humans affect the environment

\*identify a fossil

## Materials and Resources:

p. 22-25- plant fossils

p. 54-57 animal fossils

p. 58-59- guided inquiry- What can you learn from an imprint? Need: plaster of Paris, spoon, paper plates and towels, water

## Initial Observations:

(What will the students be observing/exploring?)

Bring in examples of rocks with fossil imprints/casts. Have students generate questions for guided inquiry.

## Grouping:

large group

## Questions to Build Curiosity:

What are fossils?

What do these make you think of?

In what ways are these examples the same? different?

What does it look like?

What does it remind you of?

## Accessing Prior Knowledge:

Communication:

(How will the students communicate results, observations, and conclusions?)

Discuss how our knowledge gained from older fossils help us to see how animals and plants have changed over time and how they're a record of things from our past.

Extensions:

Make a hand imprint. See guided inquiry- p. 58-59.

**3<sup>rd</sup> Grade**  
**Science Standards**  
**Inquiry Lessons**

Earth

&

Space

Science



## **Lesson:** Rocks And Minerals

### **Strand:**

- Earth/Space Science

### **Standard:**

- 3.E.1.1. Students are able to define between a rock and a mineral.

### **Performance Descriptors:**

- compare contrast rocks and minerals
- group rocks and minerals
- describe Earth's natural resources and their products

### **Materials and Resources:**

- Chapter 7 pg 193
- Examples of different rocks and minerals
- Graphic organizer Transparency 6 – Rock and minerals characteristics
- John Almquist – retired teacher in Watertown or Monument Works
- Directed Inquiry and Guided inquiry page 193D
- Leveled Readers
- Science Journals to record all observations Flip book pg 200
- Jim Clendenin – agriculture teacher at LATI to bring in soil samples

### **Initial Observations (what will the students be observing/exploring):**

- Find differences and similarities of rocks and minerals use a Venn Diagram by observation Use your 5 senses
- Properties of Minerals – color, luster, streak, hardness (pg 203)
- Different groups of rocks – Igneous rock, sedimentary rock, metamorphic rock
- Describe/show how minerals are important to our health.
- Comparing soils – sand, silt and clay

### **Grouping:**

### **Questions to build curiosity:**

- How do you use these minerals in every day life?
- Where do you see minerals at home – at school?

- What if there was a different mineral used for the same purpose? How would that change the use of the object? What if we used a rock instead of a mineral?
- How do decaying animals and plants turn into soil? – What nutrients does provide?
- Which soil is the best to grow crops or plants and flowers?
- What can you learn from layers in rocks?
- How much water can soil hold? **Guided Inquiry**

**Accessing Prior Knowledge:**

- KWL Chart
- List what you know and add to it throughout the lesson/unit to see how much you have learned on a bulletin board

**Communication (how will the students communicate results, observations, conclusions):**

- Graphic organizers KidSpiration
- Sequence Charts
- Posters
- Venn Diagrams
- Flip Books
- Whole group discussions

**Extensions:**

## **Lesson:**

### **Strand:**

- Earth/Space Science

### **Standard:**

- 3.E.2.1. Students are able to identify the Earth as one of the planets that orbits the sun.

### **Performance Descriptors:**

- Create a visual representation of the Sun and planets
- Identify the Sun, Earth and Moon as a system

### **Materials and Resources:**

- Chapter 16 page 449
- Directed inquiry
- Tag board, clay of different colors, black marker, adding machine tape

### **Initial Observations (what will the students be observing/exploring):**

- Students will observe that Earth is one of the nine planets that revolves around the sun
- The moon at the same time revolves around the earth
- Create a distance model using the directed Inquiry on page 452
- Identify which planets are the inner planets and outer planets in the solar system

### **Grouping:**

### **Questions to build curiosity:**

- What are basic components of the solar system focusing on Sun, Planets and our Moon?
- How could you use yourself and other students to demonstrate the Sun, Moon and Earth as a system?
- What does a planet's orbit look like?
- What takes place in the center of the sun?
- What keeps the Earth in its orbit?
- How can you determine how far the earth is from the sun?



- Does each planet have the same orbit length? Or the same amount of time per revolution?
- How do the planets spin or rotate?
- Does the sun actually “rise” and “set”?
- 

**Accessing Prior Knowledge:**

- Activity Flip Chart on page 449E to test students’ knowledge on solar system (with tag board and clay balls) – can be an assessment at end too

**Communication (how will the students communicate results, observations, conclusions):**

- create a solar system from directed inquiry page 449D
- build a solar system using inspiration or Kidspiration
- Word Web with basic information of the solar system

**Extensions:**

- Why do the planets spin on an axis?

## **Lesson:**

### **Strand:**

- Earth/Space Science

### **Standard:**

- 3.E.2.2 Students are able to recognize changes in the appearance of the Moon over time.

### **Performance Descriptors:**

- Describe the change in appearance of the Moon over time

### **Materials and Resources:**

- Chapter 15 Lesson 3 page 432
- Different sized balls (ping pong ball and tennis ball)
- Flashlight

### **Initial Observations (what will the students be observing/exploring):**

- Describe the different phases of the moon.
- Describe the pattern of the phases of the moon
- Using tennis ball and ping pong ball and a flashlight create a lunar eclipse. Now show a solar eclipse.

### **Grouping:**

### **Questions to build curiosity:** Look at scaffolding questions in the chapter

- Why can't you see the moon as well during the day as you can at night?
- How is the movement of the earth and Moon alike/different?
- Why is the moon the brightest object in the sky at night, but does not give any light?
- Why can you sometimes see the moon during the day and not at night?
- Why is it that you only see part of the moon on certain nights or days?
- How do scientists observe the moon up close?
- Could you show me and the class a lunar eclipse using two balls and a flashlight? Solar Eclipse?

**Accessing Prior Knowledge:**

- The moon looks different at different times – Quick activity on page 432 – Draw 3 different pictures of the Moon. Each picture should have a different shape - tell about your pictures

**Communication (how will the students communicate results, observations, conclusions):**

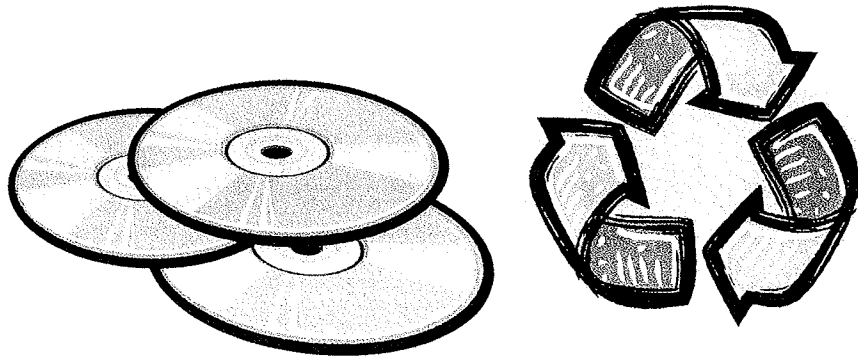
- Create a flip book showing the phases of the moon throughout the month

**Extensions:**

-

**3<sup>rd</sup> Grade**  
**Science Standards**  
**Inquiry Lessons**

Technology,  
Environment,  
and Society



# **INQUIRY LESSON: The Three R's**

**STRAND:** Technology, Environment, Society

**STANDARD: 3.S.1.1** Students are able to recognize ways to recycle, reuse, and reduce consumption of natural resources.

## **PERFORMANCE DESCRIPTORS:**

\*Analyze ways recycling, reusing, and reducing conserves natural resources

\*Recognize items for reuse or recycling

## **MATERIALS AND RESOURCES:**

Science book- chapter 9

Mary R. resource kit

Landfill, recycling center person, water treatment plant

Literature, poems, songs, video

**INITIAL OBSERVATION**(What will the students be observing/exploring?)

How much waste does our classroom produce daily during lunch that is recyclable? or

How much do we waste in paper in our classroom in a day? or

What items are reusable in our classroom?

\*\*\*\*SCIENCE\*\*\*\*

**Science strand: Science, Technology, Environment, and Society**

**Standard:** Students are able to recognize ways to recycle, reuse, and reduce consumption of natural resources. 3.S.1.1

**Performance descriptors:**

\*\*\*\*\*Analyze ways recycling, reusing, and reducing conserves natural resources

\*\*\*\*\*Recognize items for reuse and recycling

**Inquiry Lesson--**

What are some items that we can recycle within our classroom?

**Materials and resources:**

Chapter 9--Natural resources

Waste water treatment plant

Landfill

Books:

**Initial Observations (What will the students be observing/exploring?):**

How much waste is our class producing each day ?

**Grouping of class:**

Groups of 3 students

**Questions to build curiosity: (Teacher questions):**

Why do we need to learn to recycle--reduce--reuse products?

How much waste is our class producing when we eat lunch?

How much waste is our class producing during art class?

How much paper does our class use each day for assignments?

What are the different types of waste we have each day?

\*\*\*\*SCIENCE\*\*\*\*

**Accessing prior knowledge:**

What do you do with the waste (paper, plastic, aluminum, glass) at your home?

What have you seen around Watertown that helps us recycle?

**Communication**

**(How will the students communicate results, observations, and conclusions?):**

Draw one group poster to show ways to recycle different items and present to the class.

**Extensions:**

At home, start with one item (Ex. newspaper) to recycle and monitor how much less garbage goes into the wastepaper container.

Discuss ways to reuse paper in the classroom and at home. Discuss ways to reuse plastic at home.

Describe ways to reduce the amount of paper used in the classroom and in your home.

What are ways we can recycle books/videos/DVDs/ etc/?

Take a class walk around the school to collect recycleable/nonreuseable items.

**Assessment:**

Use a rubric to check if group has include at least 3 things to recycle on their poster. (Students should have a "physical" sample of each item that they drawn.)

## GRADE FOUR MATH STANDARDS

### ALGEBRA

#### **ALGEBRA-Using numbers and symbols to solve equations and find the unknown. Chapters 3, 4, 5**

##### **1.1 Simplify whole number expressions involving addition, subtraction, multiplication and division.**

Example:  $3 \times 2(2 \times 5)$   
6 (10)  
60

Vocabulary: expression, order of operations, parentheses, variable, equal, equations, inequality, function table

Materials: Houghton Mifflin - Chapter 5

Please My Dear Aunt Sally (parentheses, multiplication, division, addition, subtraction)

##### **1.2 Recognize and use the commutative property of addition and multiplication (more direct).**

Vocabulary: commutative property, associative, property zero, property one

\*use math vocabulary

\*Use models to identify commutative property

Example:  $3 \times 4 = 4 \times 3$

Materials: Houghton Mifflin – Chapters 3, 4

##### **1.3 Relate the concepts of addition, subtraction, multiplication, and division to one another.**

Examples:  $6 + 4 = 10$   
 $10 - n = 6$   
 $2 \times 6 = 12$   
12 divided by 2 = 6

Vocabulary: fact family expression, order of operations, parentheses, variable, equal, equations, inequality, function table, regrouping, array

Materials: Houghton Mifflin – Chapter 3, 4, 5



**1.4 Select appropriate relational symbols (<,>=) to make number sentences true.**

Vocabulary: less than, greater than, equal to

Strategies: alligator, two dots by largest number,

Materials: Houghton Mifflin – Chapter 5

**1.5 Simplify a two-step equation using whole numbers.**

$$6 + n = 15 + 8$$

$$6 + n = 23$$

$$n = 17$$

Coleen Ehresmann – Hands On Equations  
Check on SD EdWeb

Materials: Houghton Mifflin – Chapter 5

**1.6 Write and solve number sentences that represent one step word problems using whole numbers.**

Example: Bike Safety booklets are free at the Copmmunity Day Fair. Twenty-One booklets have been put into 3 equal groups. How many booklets Are in each group?

Strategies: physical models, tables and charts, number line, and graph

Materials: All throughout the chapters (Algebra)

**1.7 Solve problems involving pattern identification and completion of patterns.**

Example: input, output, function tables

Example: Input	Output
2	4
6	8

Example: a changing index  
Sequence: 1,3,7,13, \_\_\_\_, \_\_\_\_

NOTE: Please begin to describe a rule for a given pattern (Introduce this skill)

Materials: Houghton Mifflin – Chapter 4

## GEOMETRY

**GEOMETRY** The mathematics of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids.

Chapters 16, 17, 18

**2.1 Identify the following plane and solid figures; pentagon, hexagon, octagon, pyramid, rectangular prism and cone.**

Vocabulary: line segment, end points, parallel lines, intersecting lines, polygon, Sides, circle, radius, diameter, triangle, quadrilateral, rays, angles, vertex, Degrees, protractor, perpendicular lines, center, circle, radii, perimeter, Area, faces, edge, vertices, net, volume, cubic unit, cubic centimeters

Knowledge: Identify

Materials: Chapter 16 and 18

**2.2 Identify parallel, perpendicular, and intersecting lines.**

Vocabulary: line segment, end points, parallel lines, intersecting lines, polygon, Sides, circle, radius, diameter, triangle, quadrilateral, rays, angles, vertex, Degrees, protractor, perpendicular lines, center, circle, radii, perimeter, Area, faces, edge, vertices, net, volume, cubic unit, cubic centimeters, congruent

Knowledge: Identify

Materials: Chapter 16

**2.3 Compare geometric figures using size, shape, orientation, congruence, and similarity.**

Comprehension level standard

Vocabulary: congruent, rotation, reflection, translation, transformation, Line symmetry, line of symmetry, rotation of symmetry, similar

NOTE: (Introduce lines of symmetry in rectangles, squares, and Triangles- grade 5 )

Materials: Chapter 17

**2.4 Identify a slide (translation) of a given figure.**

\*Identify flips and turns

Example: Tell how the triangle was moved from Position A to Position B.

Materials: Chapter 17

**MEASUREMENT The act of measuring or the process of being measured.  
Chapters 2, 12, 13**

**3.1 Identify equivalent periods of time and solve problems.**

Example: relationships among days, months, and years; hours and minutes, a.m. and p.m.

365 days = 1 year

60 minutes = 1 hour

How many months is three years?

\*Measure time using fractions to  $\frac{1}{4}$ .

Example: fractions of an hour, fractions of a year

$\frac{1}{4}$  of a year = 3 months

$\frac{1}{4}$  of an hour = 15 minutes

It is a quarter to four. Write the time in digital form

Materials will need to be supplemented as your text doesn't support this standard very well.

Materials: Chapter 13

**3.1 Solve problems involving money including unit conversion.**

Vocabulary: compare, estimate, rounding, bar graph,

\*Use of proper notation

Example: Roberta had size quarters, three dimes, and fourteen pennies.  
How much money did she have in all?

NOTE: Introduce: Determine the total cost as a function of the number  
Of units and the per unit cost.

Materials: Chapter 2

**3.2 Use scales of length, temperature, capacity, and weight.**

Vocabulary: inch, half inch, quarter inch,  $\frac{1}{8}$  inch, foot, mile, gallons,

Quarts, cups, capacity, ounces, pounds, metric and customary scales.

\*Select and use the most appropriate US Customary unit for given measurement situations.

Example: Use a ruler to find the length of the line segment below to the Nearest inch.

Example: Choose the more reasonable measurement for a car – 1 ton or 1 pound.

Materials: Chapter 12

3.3 Measure length to the nearest quarter-inch.

\*Estimate length to the nearest inch.

Materials: Chapter 12

**NUMBER SENSE Using numbers to make meaning**  
**Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 19, 21, 22**

**4.1 Read, write, order, and compare numbers from .01 to 1,000,000.**

Vocabulary: ordinal numbers, base ten, expanded form, period, shortened Word form, standard form, million, hundred million, decimal, Decimal point, tenth, hundredth, thousandth, equivalent decimals, Decimal equivalent

\*Read and write word names and the appropriate symbols in mathematical sentences.

\*Use expanded form notation.

Materials: Chapter 1, 2, and 21

**4.2 Find multiples of whole numbers 1-12.**

(Grade 3 – works with 2-10)

Materials: Chapter 4, 10, 11

NOTE: Introduce the factoring of the numbers (1-24) – Grade 5

**4.3 Use a number line to compare numerical value of fractions or mixed numbers (fourths, halves and thirds).**

Vocabulary: fraction, numerator, denominator, equivalent fraction, simplest form, mixed number improper fraction

\*Identify improper fractions, proper fractions, and mixed numbers

NOTE: Introduce: Demonstrate that a mixed number is a whole number Plus a fraction.

Materials: Chapter 19

#### **4.4 Interpret negative integers in temperature.**

Vocabulary: positive, negative, decade, century, elapsed time, AM, PM, Positive, negative, degrees Fahrenheit, degrees Celcius

Materials: Chapter 13

#### **4.5 Find the products of two-digit factors and quotient of two natural numbers using a one-digit divisor.**

Vocabulary: factors, natural numbers, (0 plus whole numbers), product Distributive property, associative property, divisor, function, Remainder, dividend, regroup, estimate, conjecture (educated guess), Expression, order of operations, inequality, multiple, doubles, Square number

\*Recall and apply multiplication and division facts through the 12s

Materials: Chapters 4, 5, 6, 7, 8, 9

#### **4.6 Add and subtract decimals with the same number of decimal places.**

Vocabulary: Decimal

Materials: Chapter 22

#### **4.7 Estimate sums and differences in whole numbers and money to determine if a given answer is reasonable.**

Materials: Chapter 3

### **STATISTICS AND PROBABILITY**

**Statistics - A numerical value, such as standard deviation or mean, that characterizes the sample or population from which it was derived**

**Probability - The quality or condition of being probable; likelihood.**

## Chapters 14, 15, 23

### **5.1 Interpret data from graphical representations and draw conclusions.**

Vocabulary: data, survey, mean, median, mode, range, line plot, stem  
And leaf plot, outlier, double bar graph, key interval, circle  
Graph, line graph

Example: bar graph, line graph, pictograph, line plot (line graph, line  
Plot – new)

Materials: Chapters 14, 15

### **5.2 Given a small ordered data set of whole number data points (odd number of points), students will identify the median, mode, and range.**

Materials: Chapters 14, 15

### **5.3 Determine the probability of simple events limited to equally likely and not equally likely outcomes.**

Vocabulary: probability, outcome, favorable outcome, prediction, grid, tree  
Diagram

Materials: Chapter 23

Chapters 11, 20, and 24 are not needed

STANDARD	MATERIALS NEEDED	TESTED
<p><b>1.0 <u>FOURTH GRADE ALGEBRA STANDARDS</u></b></p> <p>A Relate the concepts of addition, subtraction, multiplication and division to one another. (example: use of the associative, commutative, and distributive properties)</p> <p>S Use appropriate terms in mathematical explanations. (example: divisor, dividend, quotient)</p> <p>A Explore how to simplify numerical expressions involving addition, subtraction, multiplication, division, and parentheses.</p> <p>S Create mathematical sentences that are true using three given numbers.</p> <p>S/A Use variables as place holders in number sentences. (example: <math>m + w = 6</math>, <math>3 \times K = 12</math>)</p> <p>S Write and solve number sentences that represent word problems.</p> <p>S Explain the process used to simplify a three-step problem.</p>	<p>p. 40-43; 88-89; 94-95</p> <p>p. 106</p> <p>p. 9-10, 49, 93, 111, 235, 461</p> <p>322-327</p> <p>p. 320-327</p> <p>p. 402-403</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p><b>2.0 <u>FOURTH GRADE GEOMETRY STANDARDS</u></b></p> <p>S/A Investigate, describe, and identify the relationships between and among points, lines, line segments, and rays.</p> <p>A Determine if sides of plane figures, faces of solid objects, or edges of solid objects are the same size, parallel, or perpendicular.</p> <p>S/A Analyze geometric figures using size, shape, orientation, congruence, and similarity.</p>	<p>p. 432-435</p> <p>p. 430-435</p> <p>Ch. 11</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p><b>3.0. <u>FOURTH GRADE MEASUREMENT STANDARDS</u></b></p> <p>A Measure time using fractions. (example: fractions of an hour, fractions of a year)</p> <p>S/A Solve problems involving money. (example: use of proper notation, unit conversions, and making change)</p> <p>S Select and use the most appropriate units for given measurement situations.</p> <p>A Explore the use of formulas that assist in measurement situations. (example: area)</p> <p>S/A Measure length to the nearest eighth inch or to the nearest millimeter.</p> <p>S/A Estimate and measure liquid volume in a variety of ways. (example: cups, pints, quarts, gallons, milliliters, liters)</p>	<p>p. 250</p> <p>p. 72,73,204-205</p> <p>p. 341</p> <p>Ch. 11</p> <p>p. 264-274</p> <p>p. 462</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

STANDARD	MATERIALS NEEDED	TESTED
<p><b>4.0 FOURTH GRADE NUMBER SENSE STANDARDS</b></p> <p>A Find multiples and factors of numbers to 400.</p> <p>A Interpret negative integers. (example: temperature, number line)</p> <p>S/A Demonstrate that the value of a fraction is not changed when the numerator and denominator are multiplied by the same number.</p> <p>S/A Apply multiplication and division facts through the 12s.</p> <p>S Find the products of multi-digit factors.</p> <p>S/A Find the quotient of two whole numbers.</p> <p>S/A Use the four operations with fractions and decimals.</p> <p>S Identify and use the appropriate arithmetic operations in multi-step problem situations.</p> <p>S Use a number line to compare numerical value of fractions or mixed numbers.</p> <p>S/A Read, write, order, and compare numbers from .001 to over 1,000,000.</p> <p>S Associate verbal names, written word names, and the appropriate symbols in mathematical sentences.</p>	<p>p. 178-179</p> <p>p. 284-285, 272-273</p> <p>Ch. 3, 5, 6</p> <p>p. 88, 100</p> <p>Ch. 3, 8, 12</p> <p>p. 412-421, 200-207, 501; 360-379</p> <p>236, 237, 492-493, 98-99, 402-403</p> <p>p. 352, 394, 406-407</p> <p>8-11, 396-401, 406, Ch. 1</p> <p>p. 4-5, 18, 396, 320</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p><b>5.0 FOURTH GRADE PATTERNS, RELATIONS, AND FUNCTIONS STANDARDS</b></p> <p>S/A Determine per unit cost based on number of units and the total cost.</p> <p>S/A Solve problems involving pattern identification and completion of patterns.</p>	<p>p. 418</p> <p>throughout book</p>	<p>✓</p> <p>✓</p>
<p><b>6.0 FOURTH GRADE STATISTICS &amp; PROBABILITY STANDARDS</b></p> <p>S/A Interpret and analyze data from graphical representations and draw justifiable conclusions.</p> <p>S/A Use mode, mean, median, and range to describe results and support predictions.</p> <p>A Predict and represent possible outcomes for a simple probability situation in an organized manner. (example: tables, grids, tree diagrams)</p> <p>S Determine the probability of simple events using a variety of materials. (example: coins, spinners, dice, computer programs)</p>	<p>Ch. 4</p> <p>p. 135, 158</p> <p>p. 162-169, Ch. 4</p> <p>p. 162-169</p>	<p>✓</p> <p>✓</p> <p>✓</p>



**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 4**

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**Unit 1---South Dakota Beginnings**

\*Essential Questions:

- 1) Who were the first people in South Dakota?
- 2) What geographic features affected the early growth of South Dakota?
- 3) What natural resources affected the early growth of South Dakota?
- 4) How did fur traders affect the early growth of South Dakota?
- 5) What would life be like for a nine or ten year old during this time period in South Dakota?

**Standard, Supporting Skills, and Examples**

**4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.**

\*Clovis hunters, early Native American tribes(Arikara, Lakota, Dakota, Nakota), European/fur traders(Verendrye brothers, Manuel Lisa)

**4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.**

\*Routes of explorers and traders, relating site selection of settlements to natural resources, explain the impact of geographic location on the growth and expansion of South Dakota

**4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.**

\*Bartering, fur trading, agriculture

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum**

## Unit 2---Lewis and Clark Expedition in South Dakota

\*Essential Questions:

- 1) What were the goals of the Lewis and Clark Expedition?
- 2) Who were the key people in the Louisiana Purchase and its exploration?
- 3) What was the importance of the Louisiana Purchase to the people of South Dakota?
- 4) How did each Native American tribe interact with Lewis and Clark?
- 5) What useful resources were discovered in South Dakota during the Lewis and Clark Expedition?
- 6) What would life be like for a nine or ten year old during this time period in South Dakota?

### **Standard, Supporting Skills, and Examples**

**4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.**

\*Goals/purpose of the Lewis and Clark Expedition, major people involved in the Louisiana Purchase and its exploration, importance of the Louisiana Purchase to the people of South Dakota

**4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.**

\*Lewis and Clark interaction with Native American tribes that they encountered (Yankton, Teton, Arikara)

**4.G.1.1. Students are able to compare regions of the United States to South Dakota.**

\*Animals, plants, grasslands, water

**4.G.1.2. Students are able to locate major South Dakota geographical and political features.**

\*Missouri River, tributaries

**4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.**

\*Journals and maps of Lewis and Clark

**4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.**

\*Bartering with Native Americans

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum, Lewis and Clark Journal**

### **Unit 3---Native Americans and Buffalo in South Dakota**

\*Essential Questions:

- 1) Why were buffalo important to the Native Americans on the Great Plains?
- 2) What factors contributed to the near-extinction of the buffalo?
- 3) Who were the two South Dakota men important in saving the buffalo and what did they do?
- 4) What would life be like for a nine or ten year old during this time period in South Dakota?

#### **Standard, Supporting Skills, and Examples**

**4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.**

\*Native American and Non-Native American relationships, near-extinction of the buffalo

**4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.**

\*Scotty Philips, Frederick Dupree, preservation of the buffalo, way of life changes

**4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.**

\*Native American dependence on the buffalo for their way of life, eastern U.S. uses of the buffalo

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum**

## Unit 4---Changing Land

\*Essential Questions:

- 1) What events led to the end of fur trading in South Dakota?
- 2) What was the importance of Red Cloud's War?
- 3) How did Custer's expedition to the Black Hills change the area?
- 4) How and why did the Native Americans respond to these changes?
- 5) What would life be like for a nine or ten year old during this time period in South Dakota?

### **Standard, Supporting Skills, and Examples**

**4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.**

\*Gold Mining, fur trading(Manuel Lisa)

**4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.**

\*Native American and Non-Native American relationships

**4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.**

\*Red Cloud's War, Treaty of 1868, Custer's Expedition to South Dakota

**4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.**

\*Discovery of gold, Gordon Party, establishment of reservations, Fort Laramie Treaty

**4.US.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.**

\*Red Cloud, Crazy Horse, Wild Bill Hickok, Calamity Jane, Poker Alice, Sitting Bull, Gall, Custer, Gordon Party, Struck-By-The-Ree

**4.G.1.2. Students are able to locate major South Dakota geographical and political features.**

\*Black Hills, Badlands, Missouri River, French Creek

**4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.**

\*Gold Rush, Chinese immigrants

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum, SD Journey Through Time book**

## **Unit 5---Homesteading and Town Building**

\*Essential Questions:

- 1) What made land in Dakota Territory attractive to settlers?
- 2) Why did the railroads decide to come to Dakota Territory?
- 3) What was the Homestead Act?
- 4) Why was life difficult for homesteaders?
- 5) How were South Dakotans involved in WWI?
- 6) What would life be like for a nine or ten year old during this time period in South Dakota?

### **Standard, Supporting Skills, and Examples**

**4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.**

\*Railroad expansion, Homestead Act, building roads and bridges, town building

**4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.**

\*Eastern SD vs. Western SD land differences, urban vs. rural, open range vs. homesteaders, Native American and Non-Native American relationships

**4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.**

\*Establishment of religious colonies, immigrants

**4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.**

\*Homestead Act, establishment of Native American reservations

**4.W.2.1. Students are able to describe influences of European cultures on South Dakota communities.**

\*Immigrants from Europe

**4.W.1.1. Students are able to describe how wars affected South Dakotans.**

\*WWI, taxes, economy, citizenship, demand for more food

**4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.**

\*Relationship of railroad expansion and town building, homesteading on the prairie

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum**

## Unit 6---Notable South Dakotans (1850-1950)

\*Essential Questions:

1) What contributions did these notable South Dakotans make to the development of the state?

### **Standard, Supporting Skills, and Examples**

**4.US.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.**

\*J. Todd, G. Renville, L. Wilder, F. Taft Evans, Spotted Tail, M. Collins, N. Hansen, D. Robinson, O. Micheaux, G. Simmons Bonnin, P. Norbeck, M. Shields Pyle, C. Badger Clark, JR., I. Anding McNeil, O. Howe, F. Higbee Case

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum**

## **Unit 7---South Dakota Government**

\*Essential Questions:

- 1) What is government, and why do countries, states, and tribes have them?
- 2) What are the three branches of government?
- 3) What is a constitution and why is it important?
- 4) What are the rights and responsibilities of a citizen?
- 5) What key events led to the statehood of South Dakota?

### **Standard, Supporting Skills, and Examples**

**4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.**

\*Tribal government and reservations, Bill of Rights, Branches of Government, Taxation, Constitution

**4.C.1.2. Students are able to describe key events related to South Dakota's entry into statehood.**

\*Arthur Mellette, establishment of the capital city

**4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.**

\*Bill of Rights, voting, laws, constitution

**4.E.1.3 Students are able to identify how government pays for the goods and services it provides.**

\*Taxation

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum**

## Unit 8---Changing Times in South Dakota

\*Essential Questions:

- 1) What effect did the Dust Bowl and the Great Depression have on South Dakota?
- 2) How did New Deal programs help the State of South Dakota?
- 3) How did South Dakota try to strengthen its economy?
- 4) How did the Missouri River change during the 1950's and the 1960's?
- 5) What would life be like for a nine or ten year old during this time period in South Dakota?

### **Standard, Supporting Skills, and Examples**

**4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.**

\*Dams and reservoirs on the, Missouri River, farming and ranching issues, tourism, New Deal, Great Depression

**4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.**

\*Great Depression and the Dust Bowl, New Deal

**4.W.1.1. Students are able to describe how wars affected South Dakotans.**

\*WWII, Code Talkers, rationing, economy, Ellsworth Air Force Base, Cold War

**4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.**

\*Missouri River system

**4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.**

\*Tourism, building roads and highways, agriculture, hunting/fishing, manufacturing

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum, South Dakota Sea to Shining Sea book**



## Unit 9---Geography

\*Essential Questions:

- 1) What are the five geographic regions of the United States?
- 2) What are the major South Dakota geographical and political features?
- 3) Where are the 50 states and capitals located?

### **Standard, Supporting Skills, and Examples**

**4.G.1.1. Students are able to compare regions of the United States to South Dakota.**

\*Five U.S. regions

**4.G.1.2. Students are able to locate major South Dakota geographical and political features.**

\*Tourist attractions, counties, rivers, important cities, reservations, geographical areas

**4.G.1.3. Students are able to locate major United States political features.**

\*Locate the 50 states and their capitals, Washington, D.C.

**\*\*\*Resources/Materials: DVD's, Books, Online Curriculum, South Dakota Sea to Shining Sea book, maps, creating brochures**

## **Unit 10---Junior Achievement**

\*Essential Questions:

- 1) How do businesses rely on resources to produce goods and services?
- 2) How do you determine profit or loss?
- 3) How do natural resources of a region determine the location of industry?
- 4) If you were an entrepreneur, what business would you develop and where would it be located?

### **Standard, Supporting Skills, and Examples**

**4.E.1.2. Students are able to define profit and loss and explain how businesses take risks in order to make a profit.**

**\*Capital, natural, and human resources, profit and loss, entrepreneur**

**4.E.1.3 Students are able to identify how government pays for the goods and services it provides.**

**\*Taxation(collecting and spending), goods and services**

**Fourth Grade U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.</b></p> <ul style="list-style-type: none"> <li>Identify historic tribes. Examples: Arikara, Lakota, Dakota, Nakota</li> <li>Explain the significance of the explorers Lewis and Clark and the Verendrye brothers and traders. Example: Manuel Lisa</li> <li>Relate railroad expansion and town building. Example: how Sioux Falls developed versus the way Aberdeen or Brookings began</li> </ul>
	<ul style="list-style-type: none"> <li>Explain the impact of homesteading and gold mining on the growth of South Dakota. Examples: Homestead Act, Black Hills Communities</li> </ul>
(Knowledge)	<p><b>4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.</b></p> <ul style="list-style-type: none"> <li>Identify water issues, farming and ranching issues, and Native American and non-Native American relationships. Examples: Missouri River, open range vs. homesteaders, east vs. west river, unemployment</li> <li>Identify urban/rural population changes. Examples: movement from rural to urban, east vs. west river, poverty as a cause of population changes on the reservation</li> </ul>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.</b></p> <ul style="list-style-type: none"> <li>Gold Rush.</li> <li>Treaties with the Native Americans Example: Treaty of 1868 resulting in Red Cloud's War</li> <li>Controversy over statehood</li> <li>Native American wars Examples: Red Cloud's War, Wounded Knee</li> <li>Establishment of religious colonies Example: Hutterite colonies</li> </ul>
(Comprehension)	<p><b>4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.</b></p> <ul style="list-style-type: none"> <li>Identify major reasons or events leading to the establishment of reservations in South Dakota. Example: discovery of gold, homesteaders, Native American conflicts</li> <li>Describe the effects that the relocation of Native Americans had on their culture.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify the locations of the nine major reservations in South Dakota.</li> </ul>
(Comprehension)	<p><b>4.US.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.</b></p> <p><b>Examples:</b> Red Cloud, Sitting Bull, John B. S. Todd, Frederick Taft Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, Francis Case, Spotted Tail, Crazy Horse, Ben Reifel, Billy Mills</p>

**Fourth Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>connect major events with notable South Dakotans in the history of the state;</li> <li>explain why environmental, economic, cultural, and population issues are of concern to South Dakota.</li> </ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>explain factors affecting the growth and expansion of South Dakota, including environmental, economic, cultural, and population issues of concern to South Dakota;</li> <li>describe the impact of major events and notable South Dakotans on the development of South Dakota;</li> <li>explain ways that the Native American conflicts and establishment of reservations affected the Native American culture.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>describe a major event and a notable South Dakotan and how he or she impacted the development of South Dakota;</li> <li>identify a factor that affected the growth of South Dakota.</li> </ul>

**Fourth Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>4.W.1.1. Students are able to describe how wars affected South Dakotans.</b>

	<b>Examples:</b> WWI, WWII, Code Talkers, ration stamps, economy
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**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>4.W.2.1. Students are able to describe influences of European cultures on South Dakota communities.</b> <b>Examples:</b> Dutch, Norwegian, German

**Fourth Grade World History  
Performance Descriptors**

<b>Advanced</b>	<b>Fourth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe how wars affected South Dakotans.</li> </ul>
<b>Proficient</b>	<b>Fourth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>describe how wars affected South Dakotans;</li> <li>describe influences of European cultures on South Dakota Communities.</li> </ul>
<b>Basic</b>	<b>Fourth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify an effect of war on South Dakota.</li> </ul>

**Fourth Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>4.G.1.1. Students are able to compare regions of the United States to South Dakota.</b> <ul style="list-style-type: none"> <li>Define regions as categorized by geographic location.</li> </ul> <p>Example: midwest, west, southwest</p>
(Application)	<b>4.G.1.2. Students are able to locate major South Dakota geographical and political features:</b> <ul style="list-style-type: none"> <li>Locate the Missouri River.</li> <li>Locate the Black Hills and Badlands.</li> <li>Locate other important cities.</li> </ul>

	Examples: Pierre, Sioux Falls, Rapid City, your hometown, your county seat
(Application)	<p><b>4.G.1.3. Students are able to locate major United States political features.</b></p> <ul style="list-style-type: none"> <li>• Locate 50 states and their capitals.</li> <li>• Locate Washington D.C.</li> </ul> <p>✓ Recognize that longitude and latitude constitute a map grid used in absolute locations.</p> <p>✓ Use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, migration/movement patterns, and population maps.</p>

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.</b></p> <p><b>Example:</b> South Dakota settlement patterns versus those of the Southeast</p> <ul style="list-style-type: none"> <li>• Relate site selection of settlements to natural resources.</li> <li>• Explain the impact of geographic location on the growth and expansion of South Dakota.</li> </ul> <p>Example: locations of historic tribes</p> <p>Examples: routes of explorers and traders such as Pierre Chateau and Manuel Lisa, Lewis and Clark, and the Verendrye brothers</p> <p>Examples: relationship of railroad expansion and town building, homesteaders and gold miners, rainfall, prairie, Great Plains, Black Hills, the Missouri River system</p>

**Fourth Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast regions of the United States to South Dakota;</li> <li>• locate major South Dakota geographical and political features and how they affect the state.</li> </ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• compare regions of the United States to South Dakota;</li> </ul>

	<ul style="list-style-type: none"> <li>• locate major South Dakota geographical and political features;</li> <li>• locate major United States political features;</li> <li>• describe how the resources of various regions and the state of South Dakota affected the growth of each.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• compare a region of the United States to South Dakota;</li> <li>• describe a region of the United States;</li> <li>• locate a major United States political feature.</li> </ul>

**Fourth Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.</b></p> <p><b>Examples:</b> gender, age, race, handicaps, socioeconomic status, occupation, schools</p>
(Knowledge)	<p><b>4.C.1.2. Students are able to describe key events related to South Dakota's entry into statehood.</b></p> <p><b>Examples:</b> state constitution, fight for the capital, branches of state government, history of state name (i.e., originates from one of the dialects of the Siouan language)</p> <p>✓ Recognize South Dakota's nine reservations as sovereign nations with their own governments and laws.</p> <p>Example: Hunting and fishing licenses are different from state licenses.</p> <p>Example: Federal and state laws apply because reservations are federal land, and both native and non-native people live on the reservations.</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.</b></p> <p><b>Example:</b> the right and responsibility to vote, the right to own</p>

	property, civil and human rights, the responsibility to pay taxes and to volunteer
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**Fourth Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>Fourth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe how to be a responsible citizen in South Dakota.</li> </ul>
<b>Proficient</b>	<b>Fourth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>describe the way the government provides for the needs of its citizens;</li> <li>describe South Dakota's entry into statehood;</li> <li>describe the actions and rights of a responsible citizen.</li> </ul>
<b>Basic</b>	<b>Fourth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>describe a way that the government provides for the needs of its citizens;</li> <li>list three rights and actions of a responsible citizen.</li> </ul>

**Fourth Grade Economics  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<b>4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.</b>  Examples: bartering, money, fur trading, credit, agriculture, manufacturing, industry, imports and exports, tourism
(Comprehension)	<b>4.E.1.2. Students are able to define profit and loss and explain how businesses take risks in order to make a profit.</b>  Examples: tradeoffs, risks involved in starting a business
(Knowledge)	<b>4.E.1.3 Students are able to identify how government pays for the goods and services it provides.</b>  Examples: taxing and borrowing

**Fourth Grade Economics  
Performance Descriptors**

<b>Advanced</b>	<b>Fourth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>compare how economic resources are used in South Dakota</li> </ul>
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	<p>with their use in other regions of the United States;</p> <ul style="list-style-type: none"> <li>• explain the economics of South Dakota.</li> </ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• describe how the economic needs of South Dakotans and people in other regions of the United States have been met;</li> <li>• explain the factors that affect economic decisions in South Dakota;</li> <li>• identify how government pays for the goods and services it provides.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• list one economic resource in South Dakota;</li> <li>• list a factor that affects the economics of South Dakota.</li> </ul>

SOC. STUDIES		TESTED
STANDARD	MATERIALS NEEDED	
<p><b>1.0 HISTORY STANDARDS</b></p>		
<p>1.1 Examine various regions of the United States in order to focus on how the following affected development of South Dakota, including site selection of settlements (geographical location - where and why), opportunities available, natural resources, and population influences.</p>	<p>Unit 2-6</p>	
<p>1.2. Explain the impact of people and geographic location on the growth and expansion of South Dakota, emphasizing Manda, Arikara, Sioux, and other historic tribes; explorers (Lewis and Clark and the Veredrye brothers) and traders (Pierre Chorteau and Manuel Lisa); railroad expansion and town building; homesteaders and gold miners; and rainfall, prairie, Great Plains, Black Hills, and the Missouri River system.</p>	<p>SD pp.14-27 SD pp. 8-11</p>	
<p>1.3. Trace the history of South Dakota with emphasis on notable South Dakotans such as Red Cloud, Sitting Bull, John B.S. Todd, Fred T. Evans, Laura Ingalls Wilder, James Scotty Phillip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, and Francis Case; impact of the gold rush; controversy over statehood; and Indian Wars and reservation life.</p>	<p>SD pp.47-53 SDJTT Ch. 6 pp. 64-65</p>	
<p>1.4. Analyze issues of concern in South Dakota, including water issues; farming and ranching issues; Indian and Non-Indian relationships; and urban/rural population changes.</p>	<p>SDJTT - pg. 44, 46, 58, 61-69 Website: <a href="http://www.state.sd.us/deca/cultural/sdshs.htm">www.state.sd.us/deca/cultural/sdshs.htm</a> A 10-11</p>	
<p><b>2.0 GEOGRAPHY STANDARDS</b></p>		
<p>2.1 Differentiate between state and national boundaries.</p>		
<p>2.2 Define regions as categorized by geographic location.</p>		
<p>2.3. Use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, and migration/movement patterns.</p>	<p>Unit 1 A 14-15 SD road maps pg. 34</p>	
<p>2.4. Recognize that longitude and latitude constitute a map grid used in absolute locations.</p>		
<p>2.5. Locate major South Dakota geographical features, such as the Missouri River; the Black Hills and Badlands; and the capital (Pierre) and the following cities: Sioux Falls, Rapid City, Aberdeen, Huron, and Yankton.</p>	<p>SD pp.60-61</p>	
<p>2.6. Evaluate the impact geography has on the inhabitants of South Dakota such as location of cities,</p>	<p>Ch. 8</p>	

**STANDARD**

**MATERIALS NEEDED**

**TESTED**

transportation, industries, agricultural products, and culture.

**3.0 CIVICS STANDARDS**

3.1. Analyze the actions and rights of a responsible citizen, such as obey rules (classroom, family, community), the use of conflict resolution and compromise, voting rights, property rights, civil rights, and human rights.

3.2. Compare the changing roles of individuals according to gender, age, and occupation in various groups, such as family, community, and social class structure.  
Examples:

- Gender = working mothers; at home dads
- Age = child labor; advanced medicine
- Occupation = male nurses; changing jobs more frequently
- Family - single parent families; step families
- Social class = emergence of middle class

3.3. Analyze the design and purpose of various patriotic celebrations, traditions, customs, and symbols, such as the flag, the Great Seal, Statue of Liberty, Uncle Sam, Mount Rushmore, and Tomb of the Unknown Soldier.

3.4. Identify the South Dakota state flag, song, flower, bird, and nickname.

3.5. Identify examples from South Dakota history of conflicts over rights, how the conflicts were resolved, the important people who helped resolve them, and conflicts that remain unresolved.  
(Examples: Native American Rights, Mineral rights, Water rights)

pg. 38

See attached pages "Uncle Sam" "Unknown Soldier" "Great Seal of Us"

SD pp. 56-57

Junior Achievement

**4.0. ECONOMICS STANDARDS**

4.1. Explain the role of money, banking, savings, and credit in westward expansion.

4.2. Identify how government pays for the goods and services it provides (taxing and borrowing).

4.3. Summarize the factors that affect economic systems, including family finance, drought, and tourism.

2006-2007

## Grade 4 Science Kit Schedule

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Roosevelt	Earth Science (Ch. 6-10)	Space/Technology (Chapt. 17-19)	Life Science (Chapt. 1-5)	Physical Science (Ch. 11-16)
Jefferson	Physical Science (Ch. 11-16)	Life Science (Chapt. 1-5)	Space/Technology (Chapt. 17-19)	Earth Science (Ch. 6-10)
McKinley	Life Science (Chapt. 1-5)	Space/Technology (Chapt. 17-19)	Physical Science (Ch. 11-16)	Earth Science (Ch. 6-10)
Lincoln	Earth Science (Ch. 6-10)	Physical Science (Ch. 11-16)	Life Science (Chapt. 1-5)	Space/Technology (Chapt. 17-19)
Mellette	Space/Technology (Chapt. 17-19)	Earth Science (Ch. 6-10)	Physical Science (Ch. 11-16)	Life Science (Chapt. 1-5)

**\*Kits must be requested from the Science Center (reilm@wtn.k12.sd.us). They will not be sent out automatically.**

**\*Please ship the kit to the Science Center on or before the final day of your scheduled time, repacking all materials, using the list on the box for reference.**

**\*You may order kits if they have not been scheduled to be in another school. Your grade level has 3 kits for each science unit.**

**\*You may request other science materials or just the consumable materials from a box. Send a detailed list to reilm@wtn.k12.sd.us**

## **Fourth Grade**

### **Nature of Science**

The nature of science is woven into each strand of the science curriculum. We believe that it is important to ask question, research, and understand the origin of scientific knowledge (inquiry methodology). We believe that we need to begin the science curriculum by teaching an inquiry-based lesson and modeling the process effectively in order to teach students how to do this.

### **Technology, Environment, and Society**

We believe that this strand is woven into the science strands (life, earth, physical). We believe it is important to describe how science and technology have helped society to solve problems. We also believe we need to identify the problem(s) of human activity on the local, regional, or global environment. In Life Science (disease prevention, technology advancements, and surgical advancements) specifically fit this strand. In Earth Science (global warming, space exploration, hurricanes, tsunami) need to be explored. In Physical Science (fiber optics, cell phones, technology advancements, smart houses, laptops-wireless Internet) are important to study. **Chapter 19** in our text will help us to teach this strand. Current events will be important to study regarding this strand.

### **Life Science**

#### **1.0 Understand the fundamental structures, functions, classifications, and mechanisms found in living things.**

##### **1.1 Identify the basic systems (digestive, skeletal, muscular, nervous, respiratory, and circulatory) and major organs. (Chapter 5)**

- function in the human body
- resources – Kari Krumweide, chiropractors, doctors, nurses,  
high school science teachers, physical therapists
- Kids Discover – brain magazine
- Magic School Bus
- Hospital visit

#### **Essential Questions:**

1. When things hurt, what hurts and why?
2. What happens to the food that you eat? (digestive)
3. Our body is named a “true machine”, how does it work?
4. Why do you buy the foods you buy at the grocery store?
5. Why can't we jump like other animals (skeletal)?
6. What makes me adaptable for playing sports? (muscular)
7. Why does our heart beat (circulatory)?
8. Why does it beat fast when I run?(circulatory)
9. Why do I need to drink water? (digestive)
10. What happens when you are paralyzed? (nervous)

*Assessment: Create a visual representation of the body including the skeletal, muscular, digestive, nervous, respiratory, and circulatory systems.*

*B. Name the basic body systems (digestive, skeletal, muscular, nervous, respiratory, and circulatory) and explain their primary functions.*

**1.2 Differentiate between vertebrates and invertebrates, and classify the five groups of vertebrates (mammal, reptile, amphibian, bird, and fish) based on characteristics. (Chapter 1 – Lesson 2,4,5) May need to supplement**

- define vertebrates and invertebrates
- zoo experience

*Assessment: Differentiate between groups of vertebrates based on their characteristics.*

*B. Differentiate between vertebrates and invertebrates, and name five groups of vertebrates (mammal, amphibian, bird, fish, and reptile)*

**2.0 Analyze various patterns and products of natural and induced biological change.**

**2.1 Identify behavioral and structural adaptations that allow a plant or animal to survive in a particular environment. (Chapter 1, Lesson 5) Need to supplement**

- explain environments and adaptations.
- inquiry lesson (predator and prey) –Change Game
- zoo experience
- ecosystem stability

*Assessment: Describe adaptations that allow plants and animals to survive.*

**2.2 Explain how a size of a population is dependent upon the available resources within its community. (Chapter 3 and Chapter 4)**

- Know community resources
- define populations
- Tiger activity (Barb and Bart)

**3.0 Analyze how organisms are linked to one another and the environment.**

**3.1 Describe the flow of energy through food chains and webs. (Chapter 3, lesson 2,3)**

- understand food chains.
- energy flow
- demonstrate molecules with people

*Assessment: Construct a food web/chain.*

*B. Describe the flow of energy through food chains and webs.*

## Physical Science

### 1.0 Describe structures and properties of, and changes in, matter.

#### Essential Questions

1. How can things change (water to ice, etc.)?
2. How can clouds be made of cloud?
3. How come puddles don't stay around?
4. How can this water that we are drinking be the same water that the dinosaurs had?
5. Why do big ocean liners float?

#### 1.1 Describe observable physical changes and properties in matter. (Chapter 11, Lesson1)

-define matter

#### 1.2 Explain how some physical properties remain the same as the mass is changed. (Chapter 11)

-define mass

#### 1.3 Differentiate between the states of matter caused by changes in temperature using water. (Chapter 11)

-define states of matter

*Assessment: Describe what happens to water when it is heated or cooled.*

*B. Create water vapor.*

### 2.0 Analyze forces, their forms, and their effects on motions.

#### 2.1 Demonstrate how forces act over a distance. (Chapter 13 -Lesson 3,4 also Chapter 15)

-Define force.

-Inquiry lesson (ramp)

*Assessment: Use magnets to define and demonstrate force at varying distances.*

### 3.0 Analyze interactions of energy and matter.

#### 3.1 Identify materials as being conductors or insulators of electricity. (Chapter 13, Lesson 2)

-define a conductor and an insulator. (p.378)

-Examples: aluminum, wood, paper, plastic, glass, rubber band, iron, and steel.

-Inquiry lesson

*Assessment: Sort materials by their conductivity.*

*B. Design an invention that conducts electricity.*

**3.2 Construct and define a simple circuit. (Chapter 13, Lesson 2)**

**Need to supplement.**

- give examples of simple circuits (open and closed)
- Introduce parallel and series circuits
- Erector sets (can use them to design invention)
- Knex sets can be used

*Assessment: Construct and define a simple electrical circuit.*

*B. Demonstrate the difference between parallel and series circuits.*

**3.3 Use magnets, electromagnets, magnetic fields, and compasses to explore magnetic energy. (Chapter 13, Lesson 3-5)**

- define magnets and their properties.
- Introduce: Electric circuits can produce magnetic force, and demonstrate polarity using magnets and dry cells.
- Inquiry lesson

*Assessment: Design an electromagnet.*

## **Earth Science**

**1.0 Analyze the various structures and processes of the Earth system.**

**1.1 Describe the basic stages of the water cycle. (Chapter 6)**

- define evaporation, condensation, and precipitation (model of water cycle)

*Assessment: Demonstrate the water cycle.*

*B. Explain the basic water cycle.*

**1.2 Describe how weather conditions and phenomena occur and can be predicted. (Chapter 6 and 7)**

- identify the positive and negative impacts of weather on the environment
- Introduce the use of weather instruments (rain gauge, weather vane, thermometer, and barometer), identify the Earth's atmosphere: biosphere, lithosphere, and hydrosphere.- supplemental (new to grade 4)

*Assessment: Interpret a weather map*

*B. Identify negative and positive effects of weather conditions.*



**2.0 Analyze essential principles and ideas about the composition and structure of the universe.**

**2.1 Describe the motions of Earth, Sun, and Moon. (Chapter 17)**

-revolution and rotation

-Introduce the phases of the Moon, the relative size and position of moons, planets, and stars

-Identify the characteristics of the planets (**after testing Chapter 18**)

-Inquiry lesson

*Assessment: Describe the relationship between the tilt of the Earth and the seasons.*

*B. Describe the relationship between rotation and revolution of the Earth.*

*Do not use: 2,8,9,10,12,14,16*

**GRADE FIVE MATH STANDARDS  
2004**

**ALGEBRA**

**ALGEBRA-Using numbers and symbols to solve equations and find the unknown.  
Chapter 1, 2, 3, 4, 16, 17**

**1.1 Use a variable to write an addition and multiplication expression.**

Vocabulary: variable, expression, commutative, associative, identify property, equation, variable, zero property, distributive, front end estimation, partial products

Ex. Mary has 2 marbles more than Tom. Write an expression to represent  
The number of marbles that Mary has.  $(x + 2)$

Materials: Chapter 2, 3

**1.2 Recognize and use the associative property of addition and multiplication.**

Vocabulary: variable, expression, commutative, associative, identify property, equation, variable, zero property, distributive, front end estimation, partial products

Example:  $(3 \times 2) \times 6 = 3 \times (2 \times 6)$

Please (Excuse) My Dear Aunt Sally

Materials: Chapter 2, 3

**1.3 Write one-step first degree equations using the set of whole numbers, and find a solution.**

Example: Doris has 10 marbles which is twice that John has. How many  
Marbles does John have?  $(2x = 10)$ .

Vocabulary: compatible numbers, remainder, operations, divisible, factors

NOTE: Introduce that an equality relationship between two quantities remains  
The same as long as the same change is made to both quantities.)

Materials: Chapter 3 and 4

**1.4 Write and solve number sentences that represent two-step word problems using whole numbers.**

Example: Don can spend one hour researching in library. He spends 25 minutes gathering books, 31 minutes writing notes. How much time left?

Materials: All throughout your book. (Chapter 6 – analyze multi-step problems)

**1.5 Identify information and apply it to a given formula.**

Example: Gwen formula  $D = rt$ , the troop hiked 12 miles in 4 hours. At what rate did they hike?

Given the formula for area,  $A = bh$ , what is the area of a rectangle 3 cm by 5 cm?

Materials: Chapter 16, 17

**1.6 Solve problems using patterns involving more than one operation.**

Example: 1,4,2,5,3,\_\_\_\_,\_\_\_\_

Rule: +3, -2

Check SD Ed Web

Supplement with materials (more than one operation)

Materials: Chapter 1, 3 (one operation only)

**GEOMETRY - The mathematics of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids.**

**Chapter 7, 15, 16, 17, 23**

**2.1 Describe and identify squares, rectangles, isosceles and equilateral triangles, pyramids, rectangular prisms, and cones.**

Vocabulary: degree, right angle, acute angle, straight angle, obtuse angle, Equilateral, isosceles, scalene, congruent, quadrilaterals, regular, Irregular polygon, diagonal, polygon, transformation, reflection, Rotation, and translation, tessalation, center, radius, diameter, Chord, central angle, rotational symmetry, line symmetry, perimeter Square unit, area, circumference, pi, solid figure, base, edge, vertex, Prism, pyramid, net, surface area, volume, cubic unit

Materials: Chapter 15, 16, 17

**2.2 Identify acute, obtuse, and right angles.**

Vocabulary: degree, right angle, acute angle, straight angle, obtuse angle, Equilateral, isosceles, scalene, congruent, quadrilaterals, regular, Irregular polygon, diagonal, polygon, transformation, reflection, Rotation, and translation, tessalation, center, radius, diameter, Chord, central angle, rotational symmetry, line symmetry, perimeter Square unit, area, circumference, pi, solid figure, base, edge, vertex, Prism, pyramid, net, surface area, volume, cubic unit

Strategy: Geoboards, Online geoboards (Lori Rook will email this), SDEdweb

Materials: Chapter 15

### **2.3 Determine lines of symmetry in rectangles, squares, and triangles.**

Vocabulary: degree, right angle, acute angle, straight angle, obtuse angle, Equilateral, isosceles, scalene, congruent, quadrilaterals, regular, Irregular polygon, diagonal, polygon, transformation, reflection, Rotation, and translation, tessalation, center, radius, diameter, Chord, central angle, rotational symmetry, line symmetry, perimeter Square unit, area, circumference, pi, solid figure, base, edge, vertex, Prism, pyramid, net, surface area, volume, cubic unit

Materials: Chapter 15

### **2.4 Identify a turn or flip (rotation or reflection) of a given figure.**

Vocabulary: degree, right angle, acute angle, straight angle, obtuse angle, Equilateral, isosceles, scalene, congruent, quadrilaterals, regular, Irregular polygon, diagonal, polygon, transformation, reflection, Rotation, and translation, tessalation, center, radius, diameter, Chord, central angle, rotational symmetry, line symmetry, perimeter Square unit, area, circumference, pi, solid figure, base, edge, vertex, Prism, pyramid, net, surface area, volume, cubic unit

Materials: Chapter 15

### **2.5 Use two-dimensional coordinate grids to find locations and represent points and simple figures.**

Vocabulary: coordinate plane, x axis, y axis, ordered pair, coordinates, Function, translation, transformation, reflection, rotation, quadrant

Materials: Chapter 7, 23

**MEASUREMENT The act of measuring or the process of being measured.**  
**Chapter 6, 11, 16, 22**

**3.1 Determine elapsed time within an a.m. or p.m. period on the quarter-hour.**

Vocabulary: precision, unit lengths, capacity, decimeter, millimeter, metric ton

Use SD EdWeb

Materials: Chapter 6

**3.2 Solve problems involving money including making change.**

Example: Sara paid \$10.00 for a tape that cost \$6.95. The sales tax was 49 cents. How much money should Sara get back in change?

Vocabulary: hundredth, decimal point, round

Check the SD EdWeb. Will need to supplement

Materials: Chapter 11

**3.3 Use and convert U.S. Customary units of length (inches, feet, yard, mile); weight (ounces, pounds and tons); and capacity (cups, pints, quarts, gallons).**

Vocabulary: precision, unit lengths, capacity, decimeter, millimeter, metric ton

Example: 5,280 feet = 1 mile  
16 ounces = 1 pound

Materials: Chapter 6

**3.4 Use appropriate tools to measure length, weight, temperature, capacity, and area in problem solving.**

Example: Sam's temperature is 99.8 degrees F. Normal body temperature is 98.6 degrees F. Sam's temperature is how many degrees above normal Body temperature?

Vocabulary: positive numbers, negative numbers, opposite, integers, absolute Value

Materials: Chapter 22 (temperature), Chapter 6, Chapter 16

**NUMBER SENSE Using numbers to make meaning**  
**Chapter 1, 4, 5, 9, 11, 13, 14, 21, 22**

**4.1. Read, write, order, and compare numbers from .001 to 1,000,000,000.**

Vocabulary: place value, period, standard form, expanded form, base,  
Exponent, power of ten, decimal, decimal point

Materials: Chapter 1

**4.2. Find prime, composite, and factors of whole numbers from 1 to 50.**

NOTE: Introduce divisibility rules

Vocabulary: factors, prime numbers, composite numbers, GCF, GCD,  
Multiple, LCM, GCM, proper fraction, improper fraction, denominator,  
Numerator, compatible numbers, remainder, operations, divisible, factors

Materials: Chapter 9, 4

**4.3. Identify alternative representations of fractions and decimals involving tenths, fourths, halves, and hundredths.**

Materials: Chapter 11 (tenths, hundredths, half), Chapter 9

This is a knowledge base standard – just recognize/identify

$$.10 = 1/10$$

**4.4. Locate negative integers on a number line.**

(SuccessMaker does this a lot!)

Vocabulary: positive numbers, negative numbers, opposite, absolute value,  
integers

Materials: Chapter 22

**4.5. Determine the squares of numbers 1-12.**

Vocabulary: square numbers, exponents

Put this in the multiplication Chapter 3! (It fits here)

Materials: Chapter 21

**4.6. Find the quotient of whole numbers using two-digit divisors.**

Vocabulary: estimate, quotient, order of operations

\*Use the inverse relationship of multiplication and division to find a missing factor

NOTE: Introduction determine LCM and GCF (Chapter 9)

Materials: Chapter 5

**4.7. Multiply and divide decimals by natural numbers (1-9).**

Vocabulary: estimate product, factor, power of ten, exponent, repeating  
Decimals

Materials: Chapter 13, 14

**4.8. Determine equivalent fractions including simplification (lowest terms of fractions).**

Materials: Chapter 9

**4.9. Use different estimation strategies to solve problems involving whole numbers, decimals, and fractions to the nearest whole number.**

\*Solve problems using non-routine strategies

**STATISTICS AND PROBABILITY**

**Statistics - A numerical value, such as standard deviation or mean, that characterizes the sample or population from which it was derived**  
**Probability - The quality or condition of being probable; likelihood.**

**Chapter 7, 8, 20**

**5.1 Gather, graph, and interpret data.**

\*Develop survey questions and collect appropriate data.

\*Use appropriate scales to represent data in simple bar graphs, line graphs, pictographs, and line plots

Vocabulary: double bar graph, histogram, frequency table, ordered pairs,  
Double line graph, survey, frequency, line, plot, cluster, gap,  
Mean, median, mode, range, stem and leaf plot, stem, leaf

Materials: Chapter 7, 8

**5.2 Calculate and explain mean for a whole number data set.**

Vocabulary: double bar graph, histogram, frequency table, ordered pairs,  
Double line graph, survey, frequency, line, plot, cluster, gap,  
Mean, median, mode, range, stem and leaf plot, stem, leaf

Materials: Chapter 8

**5.3 Classify probability of simple events as certain, likely, unlikely, or impossible.**

Vocabulary: organize list, tree diagram, event, probability, impossible event,  
Certain event, outcome, theoretical probability, equally likely,  
Experimental probability, compound event

NOTE: Introduce probability as a ratio (Chapter 18)

Materials: Chapter 20

**5.4 Use models to display possible outcomes. (tree diagram, tables, lists).**

Vocabulary: organize list, tree diagram, event, probability, impossible event,  
Certain event, outcome, theoretical probability, equally likely,  
Experimental probability, compound event

Materials: Chapter 20



**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 5**

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**Early Native Americans**

\*Essential Questions:

- 1) What are the characteristics of the tribes in each region?
- 2) Describe the way of life of each tribe? (geography, climate, religion, social, economic, political)
- 3) What lasting influences did tribes have on the United States?
- 4) What would life be like for a ten or eleven year old during this time period?

	<b>Standard, Supporting Skills, and Examples</b>
	<p><b>5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes.</b></p> <p>*Northwest, Arctic, Southwest, West, Plains, Eastern Woodlands</p> <p>*Jobs, dwellings, religious beliefs, stories of origin, clothing, tools, food, government</p> <p>*(Native American Speakers-Alveena Hayes, Tammy DeCouteau, Danny Seaboy, Lisa ? (Lawyer), Peter Jones(Lawyer)</p> <p><b>5.G.1.2. Students are able to compare maps of different types and scales.</b></p> <p><b>5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.</b></p> <p>*Where they lived, climate, jobs, food, shelter, clothing, games</p> <p>*Explain the influence of geographic and climatic factors on the movement of people, goods, and services.</p> <p><b>5.C.1.1. Students are able to define basic differences between various forms of government.</b></p> <p>*Tribal government</p> <p><b>5.E.1.1. Students are able to describe the role of trading in early United States history.</b></p> <p>*Bartering</p> <p><i>*Resources/Materials: Chapter 2, If You Lived In series, videos, websites, guest speakers.</i></p>

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 5**

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**Early Explorers**

\*Essential Questions:

- 1) What developments set the stage for European exploration?
- 2) Who are the key explorers and where did they come from?
- 3) What were their key accomplishments?
- 4) What were the causes and effects of European explorers and their impacts?

	<b>Standard, Supporting Skills, and Examples</b>
	<p><b>5.US.1.2. Students are able to identify key early American explorers and their accomplishments.</b></p> <p>*Marco Polo, Columbus, Ponce de Leon, John Cabot, Magellan, Prince Henry, Balboa, Cartier, Hudson, Vespucci</p> <p>*Locate the routes, explain reasons, and identify obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England</p> <p><b>5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.</b></p> <p>*Adventure, opportunity, sea routes to Asia, looking for riches, economic prosperity</p> <p><b>5.W.1.1. Students are able to identify the causes and effects of European exploration and their impact.</b></p> <p>*Native Americans, explorers, disease, trade centers, alliance</p> <p><b>5.W.1.2. Students are able to describe the impact other countries had on the United States through exploration, trade, and conflict.</b></p> <p>*Language, religion, slavery, disease, way of life</p> <p><b>5.G.1.1. Students are able to apply longitude and latitude to find absolute locations on a map and globe.</b></p> <p>*Skill lessons</p> <p>*Chapter 1, pp. 20-21</p> <p><b>5.G.1.2. Students are able to compare maps of different types and scales.</b></p> <p><b>5.G.2.2. Students are able to explain explorers' discoveries in the New World.</b></p> <p>*Other cultures, territory, natural resources, trade routes</p>

**5.E.1.1. Students are able to describe the role of trading in early United States history.**

\*Bartering, tribal trade, fur trade

*\*Use Unit 2 of text*

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 5**

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**Colonial America through American Revolution**

\*Essential Questions:

- 1) What factors led to the colonization of America?
- 2) Who are the influential people during the American Revolution?
- 3) What key events led to the American Revolution?
- 4) What are some basic differences between a monarchy and democracy/republic?
- 5) What would life be like for a ten or eleven year old during this time period?

	<b>Standard, Supporting Skills, and Examples</b>
	<p><b>5.US.1.3. Students are able to identify influential people and key events during the American Revolution.</b></p> <p>*King George III, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, Patrick Henry, Thomas Jefferson, Daughters of Liberty, Molly Pitcher</p> <p>*Olive Branch Petition, French and Indian War, Proclamation of 1763, Stamp Act, Intolerable Acts, Boston Massacre, Boston Tea Party, Sugar Act, Battle of Lexington and Concord, Battle of Saratoga, Surrender at Yorktown, Declaration of Independence, Continental Congress, Treaty of Paris</p> <p><b>5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.</b></p> <p>*Religious persecution, adventure, economic opportunity, release from prison</p> <p><b>5.US.2.2. Students are able to describe the political relationship between the colonies and England.</b></p> <p>*No taxation without representation(M &amp; M tax activity), differences between monarchy and democracy(Revolting Alphabet)</p> <p><b>5.W.2.1. Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.</b></p> <p>*French and Indian War, Revolutionary War, Native American conflicts/tensions</p> <p><b>5.G.1.2. Students are able to compare maps of different types and scales.</b></p>

**5.C.1.1. Students are able to define basic differences between various forms of government.**

\*Monarchy, Democracy, Republic

**5.C.2.1. Students are able to describe how volunteerism helped develop the United States.**

\*Sons and Daughters of Liberty, Minutemen, Committees of Correspondence, Founding Fathers, Revolutionary War

*\*Use Chapters 6 and 7, Jean Fritz books, If You Lived In series*

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**Grade 5**

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**Formation of Government through 1865**

\*Essential Questions:

- 1) What key inventions impacted the development of the United States?
- 2) What social, economic, and philosophical differences led to the Civil War?
- 3) What are the roles and responsibilities of the levels and branches of government?
- 4) What would life be like for a ten or eleven year old during this time period?

	<b>Standard, Supporting Skills, and Examples</b>
	<p><b>5.US.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.</b></p> <p>*Westward Expansion *Industrial Revolution *<u>Introduce</u> the important leaders of the Civil War</p> <p><b>5.US.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South.</b></p> <p>*Slavery, states rights</p> <p><b>5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.</b></p> <p>*Levels and branches of government *Explain the central message of patriotic slogans, notable speeches, slogans, and documents</p> <p><b>5.G.1.2. Students are able to compare maps of different types and scales.</b></p> <p><b>5.E.1.2. Students are able to describe examples of various institutions that make up economic systems.</b></p> <p>*Coining of money, banks, government agencies *Chapter 14, pp. 576-581</p> <p><b>5.E.1.3. Students are able to describe key economic events prior to 1865 leading to the expansion of territories in the United States.</b></p> <p>*Manifest Destiny, Westward Expansion, Dakota Territory, Louisiana Purchase, Indian Removal Acts, Gold Rush *<i>Use Chapter 8, 9, and 10</i></p>

**Fifth Grade U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes.</b></p> <p><b>Examples:</b> Northwest, Southwest, Plains, Eastern Woodlands, Middle America</p> <p><b>Examples:</b> jobs, dwellings, religious beliefs, clothing, tools, food, government</p>
(Knowledge)	<p><b>5.US.1.2. Students are able to identify key early American explorers and their accomplishments.</b></p> <p><b>Examples:</b> Columbus, Cortez</p> <ul style="list-style-type: none"> <li>• Locate the routes, explain reasons, and identify obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England.</li> <li>• Evaluate the impact on the first Americans.</li> </ul>
(Knowledge)	<p><b>5.US.1.3. Students are able to identify influential people and key events during the American Revolution.</b></p> <ul style="list-style-type: none"> <li>• Identify the role of key individuals.</li> </ul> <p><b>Examples:</b> King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry</p>
	<ul style="list-style-type: none"> <li>• Recall the key events and battles of the American Revolution.</li> </ul> <p><b>Examples:</b> Boston Tea Party, Stamp Act, Sugar Act, Battle of Lexington and Concord, Battle of Saratoga, Surrender at Yorktown</p>
(Knowledge)	<p><b>5.US.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.</b></p> <ul style="list-style-type: none"> <li>• Identify the areas of growth and territorial exploration.</li> </ul> <p><b>Examples:</b> the Louisiana Purchase and the acquisitions of Florida, Texas, Oregon and California</p> <ul style="list-style-type: none"> <li>• Recognize the impact of inventions on life in the United States.</li> </ul> <p><b>Examples:</b> the steamboat, cotton gin, locomotives</p> <ul style="list-style-type: none"> <li>✓ Identify important leaders of the Civil War.</li> </ul> <p><b>Examples:</b> Abraham Lincoln, Stephen Douglas, Jefferson Davis, Robert E. Lee, Ulysses Grant</p>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.</b></p> <p><b>Example:</b> escape from religious persecution, release from prison, economic opportunity, adventure</p>
(Knowledge)	<p><b>5.US.2.2. Students are able to describe the political relationship between the colonies and England.</b></p> <p><b>Example:</b> representative/ monarchy/democracy</p>
(Comprehension)	<p><b>5.US.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South.</b></p> <p><b>Examples:</b> slavery, states rights</p>

	<p><b>physically, economically, and socially.</b></p> <p><b>Examples:</b> French and Indian War, Revolutionary War, War of 1812, Louisiana Purchase, Native American cultures, Civil War</p>
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**Fifth Grade World History  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fifth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• describe the causes and effects of European exploration and their impacts;</li> <li>• describe key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.</li> </ul>
<b>Proficient</b>	<p><b>Fifth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify the causes and effects of European exploration and their impacts;</li> <li>• describe the impact other countries had on the United States through exploration, trade, and conflict;</li> <li>• identify key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify an effect of European exploration.</li> </ul>

**Fifth Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>5.G.1.1. Students are able to apply longitude and latitude to find absolute locations on a map and globe.</b></p> <ul style="list-style-type: none"> <li>• Compare absolute location to relative location.</li> </ul>
(Application)	<p><b>5.G.1.2. Students are able to compare maps of different types and scales.</b></p> <ul style="list-style-type: none"> <li>• Interpret information using appropriate maps.</li> </ul> <p>Examples: relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, historical</p>



**Fifth Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>5.C.1.1. Students are able to define basic differences between various forms of government.</b></p> <p><b>Example:</b> Democracy is elected officials whereas a monarchy follows a family lineage having a king or queen.</p> <p><b>Example:</b> Democracy gives everyone a voice; republic has representatives.</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Republic</li> <li>• Monarchy</li> <li>• Dictatorship</li> </ul>
(Comprehension)	<p><b>5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.</b></p> <p><b>Example:</b> levels of government: local, state, and national</p> <p><b>Example:</b> branches of government: legislative, executive, and judicial</p> <ul style="list-style-type: none"> <li>• Explain the central message of patriotic slogans, notable speeches, and selected historical documents through the Civil War.</li> </ul> <p>Examples:            "Give me liberty or give me death" by Patrick Henry            "No taxation without representation"            "Remember the Alamo"</p> <p>Examples: Preamble to the Constitution, Declaration of Independence</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>5.C.2.1. Students are able to describe how volunteerism helped develop the United States.</b></p>

	<p><b>1865 leading to the expansion of territories in the United States.</b></p> <p><b>Examples:</b> Dakota Territory, Louisiana Purchase, Indian Removal Acts, Gold Rush</p> <p>✓ Explain the role of individual values and beliefs in determining society's production patterns (supply and demand).</p>
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**Fifth Grade Economics  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fifth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• connect the role of trading to the expansion of the United States;</li> <li>• compare and contrast various institutions that make up economic systems.</li> </ul>
<b>Proficient</b>	<p><b>Fifth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• describe the role of trading in early United States history;</li> <li>• describe examples of various institutions that make up economic systems;</li> <li>• describe economic events prior to 1865 leading to the expansion of territories in the United States.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• name an example of an institution that is part of our economic system;</li> <li>• identify an economic event that lead to the expansion of the United States.</li> </ul>

<b>GRADE F1</b>	
<b>SOC. STUDIES</b>	<b>TESTED</b>
<b>STANDARD</b>	<b>MATERIALS NEEDED</b>
<p><b>1.0 HISTORY STANDARDS</b></p> <p>1.1. Describe life in America before the 17th century by identifying and describing the arrival, settlement, and culture of the first Americans, including Indians of the Northwest, Southwest, Plains, Eastern Woodlands, and Middle America; and inferring how climate and geography influenced the way various Indian tribes lived.</p> <p>1.2. Locate the routes and evaluate early explorations of the Americans in terms of reasons for explorations, obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England; life changing impact on the first Americans; and competition that developed among European powers for control of North America.</p> <p>1.3. Relate factors of colonial America that led to the founding of the colonies, emphasizing the reasons for settling in the colonies, including escape from religious persecution, release from prison, economic opportunity, and adventure; and contrasts of the colonial regions (New England, mid-Atlantic, and South) in regard to geography, economy, and culture.</p> <p>1.4. Describe the political and economic relationship between the colonies and England; and conflicts between the colonies and England that led to the American Revolution.</p> <p>1.5. Compare influential people and events in the American Revolution, such as King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, and Patrick Henry.</p> <p>1.6. Describe military strategies which resulted in the defeat of the British.</p> <p>1.7. Identify the steps in the formation of the new government in terms of British and Colonial belief in representative government as demonstrated in the *Magna Carta, *English Bill of Rights, the Mayflower Compact, and the Articles of Confederation; the philosophy of government expressed in the Declaration of Independence; the U.S. Constitution and Bill of Rights; and the separation of powers in the federal government and the powers reserved for states.</p>	<p>Unit 1 Ch. 1-2 pp. 46-102</p> <p>Unit 2 Ch. 3-4 pp. 106-164</p> <p>Unit 3 Ch. 5-6 pp. 168-216</p> <p>Unit 4 Ch. 7-8</p> <p>Unit 4- Ch. 7-8</p> <p>Unit 4 Ch. 7-8 Unit 5 Ch. 9-10</p>

STANDARD	MATERIALS NEEDED	TESTED
<p>1.8. Weigh the challenges faced by the new United States government in regard to ratification of the Constitution, major issues facing the first four presidents in establishing a strong cohesive government, conflicts that resulted in the emergence of two political parties, and conflicts involved with the War of 1812.</p> <p>1.9. Summarize the growth and change in America from the Revolution to 1861 with emphasis on territorial exploration, expansion, and settlement of the Louisiana Purchase; acquisition of Florida, Texas, Oregon, and California; the influence of geographic, economic, and climatic factors on the movement of people, goods, and services (voluntarily and involuntarily as in the Trail of Tears); the effect of American relationships with other countries on our westward expansion; and the impact of inventions such as the steamboat, cotton gin, and locomotives on life in America.</p> <p>1.10. Describe key events, and identify causes and effects of the Civil War and Reconstruction in terms of social, economic, and philosophical differences between the North and South as embodied in the Lincoln/Douglas debates; events leading to secession and war; prominent leaders of the North and South such as Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and Harriet Tubman; campaign strategies and pivotal battles; the Emancipation Proclamation and Gettysburg Address; and the impact of reconstruction policies on both the North and the South.</p>	<p>Unit 5 Ch. 10 pp. 314-338</p> <p>Unit 6 Ch. 11-12 pp. 342-404</p> <p>Unit 7 Ch. 13-14 pp. 408-474</p>	
<p><b><u>2.0. GEOGRAPHY STANDARDS</u></b></p> <p>2.1. Apply longitude and latitude to find absolute locations on a map.</p> <p>2.2. Determine the purpose of and use appropriate maps, including relief, product, road maps and determine the purpose of and use appropriate maps, including relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, and historical.</p> <p>2.3. Compare maps of different scales.</p>	<p>Unit 2 pp. 124-125 p. 390, 208, 294, 489*, 538*, 53, 102, 652*, 653*, 672*, 229, 276, 294, 460-1, 474 *Indicates maps in chapters not previously taught</p>	

## STANDARD

MATERIALS  
NEEDED

## TESTED

**3.0. CIVICS STANDARDS**

- 3.1. Describe how citizens of a democracy give the government authority to make decisions on their behalf.
- 3.2. Define and list examples of various forms of government, including a democracy, republic, monarchy, and dictatorship.
- 3.3. Define our democratic government in terms of levels of government such as local, state, and national; branches of government such as legislative, executive, and judicial; and the governmental bodies such as councils, boards, and legislatures.
- 3.4. Discuss democratic principles in regard to political parties and their symbols.
- 3.5. Interpret patriotic slogans, excerpts from notable speeches, and documents in United States history through the Civil War, including "give me liberty or give me death" by Patrick Henry, "remember the Alamo," Gettysburg Address, Preamble to the Constitution, and Declaration of Independence.
- 3.6. Identify examples from history of conflicts over rights, how the conflicts were resolved, and the important people who helped resolve them from colonial times through the Civil War with emphasis on the Revolutionary War and the Civil War.

Teacher references: 186, 233, 316, 362, 393, 470  
See references in teacher pages: 82, 117, 287, 291, 297, 298, 311, 427, 466  
pg. 302

pg. 327-329

R 19 R 43

Throughout units 1-7  
70A, 134A,  
224A, 246A,  
284A, 314A,  
348A, 406A,  
414A, 440A  
pg. 146, unit 4

**4.0. ECONOMICS STANDARDS**

- 4.1. Summarize the role of supply and demand in early United States history.

SOC. STUDIES	GRADE FI.	
STANDARD	MATERIALS NEEDED	TESTED
<p>4.2. Analyze the economic differences between the North and South during the Civil War period.</p> <p>4.3. Describe examples of various institutions that make up economic systems, such as households, businesses, banks, government agencies, labor unions, and corporations.</p>	<p>Unit 7</p> <p>pg. 326, 375, 464, 485*, 491-494* 623*, 644-5*</p> <p>*Indicates pages in chapters not previously taught</p>	

2006-2007

## Grade 5 Science Kit Schedule

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Roosevelt	Earth Science (Ch. 7-10)	Space/Technology (Chapt. 16-18)	Life Science (Chapt. 1-6)	Physical Science (Ch. 11-15)
Jefferson	Physical Science (Ch. 11-15)	Life Science (Chapt. 1-6)	Space/Technology (Chapt. 16-18)	Earth Science (Ch. 7-10)
McKinley	Life Science (Chapt. 1-6)	Space/Technology (Chapt. 16-18)	Physical Science (Ch. 11-15)	Earth Science (Ch. 7-10)
Lincoln	Earth Science (Ch. 7-10)	Physical Science (Ch. 11-15)	Life Science (Chapt. 1-6)	Space/Technology (Chapt. 16-18)
Mellette	Space/Technology (Chapt. 16-18)	Earth Science (Ch. 7-10)	Physical Science (Ch. 11-15)	Life Science (Chapt. 1-6)

**\*Kits must be requested from the Science Center (reilm@wtn.k12.sd.us). They will not be sent out automatically.**

**\*Please ship the kit to the Science Center on or before the final day of your scheduled time, repacking all materials, using the list on the box for reference.**

**\*You may order kits if they have not been scheduled to be in another school. Your grade level has 3 kits for each science unit.**

**\*You may request other science materials or just the consumable materials from a box. Send a detailed list to reilm@wtn.k12.sd.us**

## **Fifth Grade**

### **Nature of Science**

The nature of science is woven into each strand of the science curriculum. We believe that it is important to ask questions, research, and understand the origin of scientific knowledge (inquiry methodology). We believe that we need to begin the science curriculum by teaching an inquiry based lesson and model the process effectively in order to teach students how to do this.

### **Technology, Environment, and Society**

We believe that this strand is woven into the science strands (Life, Earth, Physical). We believe it is important to describe how science and technology have helped society to solve problems. We also believe we need to identify the problem of human activity on the local, regional, or global environment. Specifically in Life sciences, the topics of deforestation, greenhouse, biotechnology, wildlife encroachment need to be incorporated. In Earth science, we need to discuss global warming, changes in and Earth's surface. In Physical science, we need to view technology in machines and the advancements in technology. Weekly Readers, leveled readers, and National Geographic Explorer will help with this strand. Chapter 18 of our science text is also available. (timeforkids.com). Speakers are also very important for this strand.

### **Life Science**

#### **1.0 Understand the fundamental structures, functions, classifications, and mechanisms found in living things.**

Essential Questions:

1. How do leaves help a plant?
2. Where does carbon dioxide come from?
- 3. What is the relationship between plants and people?**
4. Where is the carbon dioxide and sugar?
5. Are all plant cells the same?
6. What does a plant need to survive?
7. How do plants stay alive?

#### **1.1 Describe the basic process of photosynthesis and the role of light as a source of energy to plants. (NEW TO STUDENT) – Chapter 4**

- use words to describe photosynthesis.
- living things are made up of cells (photosynthesis takes place in cell)
- what all living things need to survive
- process of photosynthesis
- can tie to math (equation) – input/output of algebra
- experiments – plant in closet, etc.
- SD Ed Web – Great Plant Escape



*Assessment: A. Illustrate the roles of reactants (carbon and water), products (sugar and oxygen), and sunlight in photosynthesis*

*B. Describe structures and life processes of plants.*

**2.0 Analyze various patterns and products of natural and induced biological change.**

**2.1 Predict physical characteristics with family lineage. (NEW TO STUDENTS) – Chapter 6, Lesson 2 – You will need to supplement this standard.**

**Essential Questions:**

1. How do traits get passed on?
2. How do we resemble our parents and grandparents?
3. What are some traits that get passed on?
4. How is eye color determined?
5. Why do I look like my grandparents, but not my parents?

- define family trees
- Explain how physical traits pass from generation to generation
- recessive/dominant gene
- bring family pictures to study
- Create a trait diagram
- Animal pedigree
- Examples: height, hair color, eye color

*Assessment: A. Predict outcomes of combinations of physical trait.*

*B. Predict physical characteristics of offspring.*

**2.2 Describe structures and processes involved in plant reproduction. (Chapter 4) (New to students)**

- know parts of plants
- explore different structures (pine cones, flowers, runner roots, etc.) of reproduction

**Essential Questions:**

1. How do plants reproduce?
2. What does it mean to reproduce?
3. How does a plant's structure help in reproduction?
4. How do you reproduce without being a male or female?

**3.0 Analyze how organisms are linked to one another and environment.**

**3.1 Describe how natural events and/or human influences may help or harm ecosystems. (Chapter 5 and 6) (New to student)**

Essential Questions:

1. What is an ecosystem?
2. What are the components of an ecosystem?
3. How is energy transferred in an ecosystem?

*Assessment: A. Develop a plan to protect and ecosystem?*

*B. Describe how natural events, interrelationships of organisms, and/or human influences may help or harm ecosystems?*

**3.2 Analyze the roles of organisms to determine the transfer of energy using an energy pyramid model. (pp 144-147) Supplement this standard. (New to students)**

- define an energy pyramid
- define an organism
- producers, consumer, and decomposers

*Assessment: A. Illustrate the transfer of energy in a food pyramid.*

*B. Describe the roles of producers, consumers, and decomposers to determine the transfer of energy.*

**3.3 Describe how interrelationships enable some organisms to survive. -define interrelationships (Chapter 5) (New to students)**

Introduce: adaptations, parasitism, mutations

## Physical Science

**1.0 Describe structures and properties of, and changes in, matter.**

**Essential Questions:**

1. How does matter change states and still be the same?
2. What makes up matter?
3. Why does matter, matter to me?

**1.1 Define matter on the basis of observable physical properties. (Chapter 11 and 12)**

-explain the relationships among elements, molecules, and matter.  
Vocabulary – mass, volume, density, magnetism, physical state,  
Ability to conduct heat, electricity, and sound

Introduce: explain differences and similarities between a solution and Other mixtures and changes that occur within.

*Assessment: Identify matter according to its observable physical properties.*

**2.0 Analyze forces, their forms, and their effects on motions.**

**2.1 Identify forces in specific situations that require objects to interact, change directions, or stop. (Chapter 13)**

-give examples of ways gravitational forces affect every object.

**2.2 Analyze the structure and design of simple and compound (complex) machines to determine how the machines make work easier by trading force for distance. (Chapter 13) Supplement this standard –compound machines.**

-distinguish between simple and compound machines.

-Science Center – Lego Dackta kits...

-Simple Machines – Curriculum website

*Assessment: Demonstrate how simple and compound machines make work easier by trading force for distance.*

**3 Analyze interactions of energy and matter. This standard will need supplementing. The old science book may be able to help with materials.**

**3.1 Demonstrate and explain how to measure heat flow into an object. (New to Students) (Chapter 14)**

-Interpret a thermometer

*Assessment: Measure the temperature of two different objects to compare heat flow.*

**3.2 Describe the Sun's ability to produce energy in the forms of light and heat. (Chapter 14)**

-Understand that the Sun produces energy.

Introduce: characteristics of different forms of energy, energy transfers and transformation of light.

**3.3 Describe basic properties of light. (Chapter 14)**

Examples: reflection, scattering, color spectrum, shadows

*Assessment: Describe basic properties of light (reflection, scattering, color spectrum, shadows)*

## **Earth Science**

**1.0 Analyze the various structures and processes of the Earth system.**

**1.1 Describe the basic structure of Earth's interior. (Chapter 9)**

-Define crust, mantle, and core.

Introduce: formation of geological features of the Earth through plate tectonics, describe how Earth's surface is constantly changing (earthquakes, weathering, erosion, deposition), examine topographical maps.

*Assessment: List the characteristics of the earth's interior.  
B. Describe the layers of the Earth's interior*

**2.0 Analyze essential principles and ideas about the composition and structure of the universe. (Chapter 17)**

- 2.1 Describe the components (Sun, planets, and moons) of the solar system.
- relative size
  - order and relative distance from the Sun and each other.
  - Introduce:** describe the relative scale of the Earth to the Sun, planets, and the Moon.
  - Solar System websites on curriculum page

*make sure that this is an introduction at grade 5*

*Assessment: Compare and contrast the components of the solar system.  
B. Describe the components (Sun, planets, and moons) of the solar system.*

**2.2 Explain how the Earth's rotation affects the appearance of the sky. (Chapter 16)**

- Constellations appear to move as a result of Earth's rotation
- Apparent brightness of a star depends in part upon its distance from the Earth.
- Our curriculum page – Brain Pop

*Assessment: Explain how the Earth's rotation affects the appearance of the sky.*

## INQUIRY LESSON: PROPERTIES OF MATTER

STRAND: Physical Science

Diane Medhaug & Kathy Weaver

STANDARD: 5.P.1.1 Students are able to define matter on the basis of observable physical properties.

PERFORMANCE DESCRIPTOR: Identify matter according to its observable physical properties.

ASSESSING PRIOR KNOWLEDGE: Describe the properties of your favorite food.  
Teacher's Guide Every Student Learns p.54

MATERIALS AND RESOURCES: Per group: 25 popped kernels of popcorn  
25 unpopped kernels of popcorn  
T-chart  
text p. 343 paragraph three

GROUPING: 3-4 students per group

INITIAL OBSERVATIONS: Students observe and compare/contrast popped to unpopped popcorn. Tell what is alike and different.

### QUESTIONS TO BUILD CURIOSITY:

Do they take up the same amount of space (volume)?

Is there a difference in mass?

Does one feel heavier than another (density)?

Are they the same color, shape, or size?

Are they the same hardness?

Do they have the same texture?

Is the odor the same?

COMMUNICATION: Complete T-chart with group members.  
Share chart information with large group.

ASSESSMENT: Teacher observation, collect T-charts, give participation points

EXTENSIONS: Provide students with graduated cylinders, water, rulers, equal pan balance to find actual measurements with groups. Share findings orally with large group. Teachers may choose to make other objects available for comparison.  
Examples: penny and copper pipe, aluminum foil to pop can, etc.

## INQUIRY LESSON: IDENTIFYING FORCES

STRAND: Physical Science

Diane Medhaug & Kathy Weaver

STANDARD: 5.P.2.1 Students are able to identify forces in specific situations that require objects to interact, change directions, or stop.

PERFORMANCE DESCRIPTOR: Demonstrate how simple machines make work easier by trading force for distance.

Indicator 2: Analyze forces, their forms, and their effects on motions.

### ASSESSING PRIOR KNOWLEDGE:

Drop an eraser onto the floor to demonstrate gravity's effect on an object. Have students describe what happens. Ask: **What causes the eraser to fall? Is any object on Earth not affected by Earth's gravity?**

Teacher's Edition p. 410

### MATERIALS AND RESOURCES:

Set up stations with different pictures or objects showing the different forces. Two of each: Pendulum on a clock (gravity), magnet and paper clips (magnetic force), comb and hair (electrical), and balloon and tissue paper scraps (electrical), marker board eraser with string to be pulled across smooth desktop and then sandpaper (friction), a person sliding across a floor in stocking feet and another with shoes on (friction), picture of a bicycle (friction).

GROUPING: 2 students per group

INITIAL OBSERVATIONS: Students observe objects/pictures at each station.

### QUESTIONS TO BUILD CURIOSITY:

Question cards will be placed at each station to promote discussion and discovery.

\*What force causes the clock's pendulum to swing back and forth? How?

\*What force makes the paper clips move? Does the magnet pull or push or pull the paper clips? Do magnets always pull?

\*Look at the comb. Is it charged? Can you tell if it is charged by looking at it? How can you charge the comb? What kind of charge is it?

\*What force causes the tissue paper to stick to the balloon? How could a balloon become charged?

\*Pull the marker board eraser across the desk; then pull it across the sandpaper. Which is easier or harder? Why? What force makes it harder to pull the eraser across the sandpaper?

\*What force slows the person as they slide across the floor? Why is it easier to slide in stocking feet than in your shoes?

\*How does friction help you ride a bicycle? If a lubricant were added to the bicycle's brake pads, would it make the bike easier or harder to stop? Why?

**COMMUNICATION:** Large group discusses answers questions to answers at different stations.

**ASSESSMENT:** Teacher collects answers completed by pairs of students. May also give participation points or Lesson 2 Checkpoint p. 105 from Quick Study book.

**EXTENSIONS:** Student discussions may lead to possible extensions. Example: locate additional pictures that show forces.

## INQUIRY LESSON: WHAT DO YOU KNOW ABOUT LIGHT?

STRAND: Physical Science  
Diane Medhaug & Kathy Weaver

STANDARD: 5.P.3.3 Students are able to describe basic properties of light.

### PERFORMANCE DESCRIPTOR:

Describe basic properties of light (reflection, scattering, color spectrum, shadows).

### ASSESSING PRIOR KNOWLEDGE:

Ask volunteers to describe different colors of light they have seen and the conditions under which they saw them. Have you ever seen a rainbow form on a rainy day or in the spray of a garden hose?

MATERIALS AND RESOURCES: flashlight, mirror, piece of paper, prism

GROUPING: large group

### INITIAL OBSERVATIONS:

Students come up with ideas or questions to show the properties of light.  
Ask students to demonstrate using the materials on the table for the group.

### QUESTIONS TO BUILD CURIOSITY:

Does light move in all directions?  
How does light move?  
What happens to light as it passes through a prism?  
Can light be reflected? What happens?  
Does a pencil really bend when it is in water? (Hatchet)  
What happens when an object is in the path of light?  
Etc. Be creative.

COMMUNICATION: Large group discussion and experimentation of ideas presented using available materials.

ASSESSMENT: Participation, teacher observation. Students write paragraph about what they observed/learned about light.

EXTENSIONS: How would a shadow change as an object moved toward a light source?



## INQUIRY LESSON: PROPERTIES OF MATTER

STRAND: Physical Science

Diane Medhaug & Kathy Weaver

STANDARD: 5.P.1.1 Students are able to define matter on the basis of observable physical properties.

PERFORMANCE DESCRIPTOR: Identify matter according to its observable physical properties.

ASSESSING PRIOR KNOWLEDGE: Describe the properties of your favorite food.  
Teacher's Guide Every Student Learns p.54

MATERIALS AND RESOURCES: Per group: 25 popped kernels of popcorn  
25 unpopped kernels of popcorn  
T-chart  
text p. 343 paragraph three

GROUPING: 3-4 students per group

INITIAL OBSERVATIONS: Students observe and compare/contrast popped to unpopped popcorn. Tell what is alike and different.

### QUESTIONS TO BUILD CURIOSITY:

Do they take up the same amount of space (volume)?

Is there a difference in mass?

Does one feel heavier than another (density)?

Are they the same color, shape, or size?

Are they the same hardness?

Do they have the same texture?

Is the odor the same?

COMMUNICATION: Complete T-chart with group members.  
Share chart information with large group.

ASSESSMENT: Teacher observation, collect T-charts, give participation points

EXTENSIONS: Provide students with graduated cylinders, water, rulers, equal pan balance to find actual measurements with groups. Share findings orally with large group. Teachers may choose to make other objects available for comparison. Examples: penny and copper pipe, aluminum foil to pop can, etc.

## INQUIRY LESSON: IDENTIFYING FORCES

STRAND: Physical Science

Diane Medhaug & Kathy Weaver

STANDARD: 5.P.2.1 Students are able to identify forces in specific situations that require objects to interact, change directions, or stop.

PERFORMANCE DESCRIPTOR: Demonstrate how simple machines make work easier by trading force for distance.

Indicator 2: Analyze forces, their forms, and their effects on motions.

### ASSESSING PRIOR KNOWLEDGE:

Drop an eraser onto the floor to demonstrate gravity's effect on an object.

Have students describe what happens. Ask: **What causes the eraser to fall? Is any object on Earth not affected by Earth's gravity?**

Teacher's Edition p. 410

### MATERIALS AND RESOURCES:

Set up stations with different pictures or objects showing the different forces. Two of each: Pendulum on a clock (gravity), magnet and paper clips (magnetic force), comb and hair (electrical), and balloon and tissue paper scraps (electrical), marker board eraser with string to be pulled across smooth desktop and then sandpaper (friction), a person sliding across a floor in stocking feet and another with shoes on (friction), picture of a bicycle (friction).

GROUPING: 2 students per group

INITIAL OBSERVATIONS: Students observe objects/pictures at each station.

### QUESTIONS TO BUILD CURIOSITY:

Question cards will be placed at each station to promote discussion and discovery.

\*What force causes the clock's pendulum to swing back and forth? How?

\*What force makes the paper clips move? Does the magnet pull or push or pull the paper clips? Do magnets always pull?

\*Look at the comb. Is it charged? Can you tell if it is charged by looking at it? How can you charge the comb? What kind of charge is it?

\*What force causes the tissue paper to stick to the balloon? How could a balloon become charged?

- \*Pull the marker board eraser across the desk; then pull it across the sandpaper. Which is easier or harder? Why? What force makes it harder to pull the eraser across the sandpaper?
- \*What force slows the person as they slide across the floor? Why is it easier to slide in stocking feet than in your shoes?
- \*How does friction help you ride a bicycle? If a lubricant were added to the bicycle's brake pads, would it make the bike easier or harder to stop? Why?

COMMUNICATION: Large group discusses answers questions to answers at different stations.

ASSESSMENT: Teacher collects answers completed by pairs of students. May also give participation points or Lesson 2 Checkpoint p. 105 from Quick Study book.

EXTENSIONS: Student discussions may lead to possible extensions. Example: locate additional pictures that show forces.

## INQUIRY LESSON: WHAT DO YOU KNOW ABOUT LIGHT?

STRAND: Physical Science

Diane Medhaug & Kathy Weaver

STANDARD: 5.P.3.3 Students are able to describe basic properties of light.

### PERFORMANCE DESCRIPTOR:

Describe basic properties of light (reflection, scattering, color spectrum, shadows).

### ASSESSING PRIOR KNOWLEDGE:

Ask volunteers to describe different colors of light they have seen and the conditions under which they saw them. Have you ever seen a rainbow form on a rainy day or in the spray of a garden hose?

MATERIALS AND RESOURCES: flashlight, mirror, piece of paper, prism

GROUPING: large group

### INITIAL OBSERVATIONS:

Students come up with ideas or questions to show the properties of light.  
Ask students to demonstrate using the materials on the table for the group.

### QUESTIONS TO BUILD CURIOSITY:

Does light move in all directions?  
How does light move?  
What happens to light as it passes through a prism?  
Can light be reflected? What happens?  
Does a pencil really bend when it is in water? (Hatchet)  
What happens when an object is in the path of light?  
Etc. Be creative.

COMMUNICATION: Large group discussion and experimentation of ideas presented using available materials.

ASSESSMENT: Participation, teacher observation. Students write paragraph about what they observed/learned about light.

EXTENSIONS: How would a shadow change as an object moved toward a light source?

# Grade 6

## Algebra

1.0 Use procedures to transform algebraic expressions. (6 days total)

1.1 Order of operations (whole numbers) (One day, pp. 48 – 49)

Extend – pp. 142 - 144

Ex:  $7+4 \times 3 - 5$

pp. 594 - 595

- No exponents

1.2 Write algebraic expressions involving adding and multiplying whole numbers (2 days, pp. 20 – 21; 302 – 303)

Ex:  $x + 6$

1.3 Evaluate algebraic expressions involving whole numbers. (1 day, pp. 50 – 51)

Extend- pp. 606- 607

Ex:  $24 \div x$  if  $x + 6$

1.4 Introduce 5 properties ( 2 days, pp. 22-24; 46-47)

- zero
- associative
- distributive
- commutative
- identity

2.0 Use a variety of algebraic concepts and methods to solve equations and inequalities. (3 days total)

2.1 Write and solve one-step 1<sup>st</sup> degree equations, with one variable, involving inverse operations using the set of whole numbers. (3 days, pp. 304-305;

306-307;

308–310)

Ex:  $2x = 6$

Extend- pp. 311-313

3.0 Interpret and develop mathematical models. (3 days total)

3.1 Identify and graph ordered pairs in a coordinate plane. ( 1 day, pp. 320 – 322)

- Quadrant 1-4
- Using integers

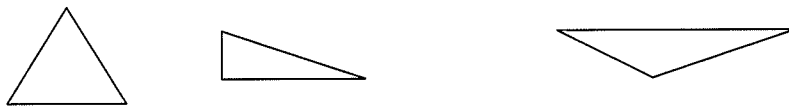
- 3.2 Solve one-step problems involving ratios and rates (**2 days, pp. 422-423; 424-425;**  
 Ex: 15 oz. cost \$.75. What does 1 oz. cost? **Extend- pp. 426-427**
- 4.0 *Describe and use properties and behaviors of relations, function and inverses.*  
**(3 days total)**
- 4.1 Use concrete materials, graphs, and algebraic statements to represent problem situations. (**2 days, pp. 14-16; pp. 324-325**)
- Recognize, describe, and extend arithmetic sequences and patterns
- Ex: 2, 7, 12, 17, 22, . . . . ?
- Use variables to represent quantities in problem situations (**1 day, pp. 312-315**)

### Geometry

1.0 *Use deductive and inductive reasoning to recognize and apply properties of geometric figures..* (**3 days total**)

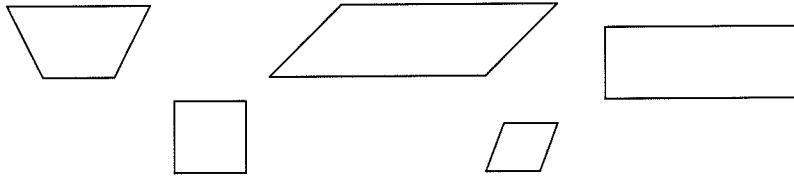
- 1.1 Identify and describe the characteristics of triangles and quadrilaterals  
**(2 days, pp. 364-366; 368-369)**
- Identify and describe similarities and differences: scalene, isosceles, equilateral, right, acute, obtuse

Ex: Classify each triangle by its angles.

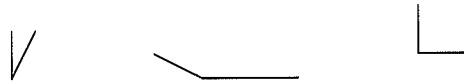


Ex: Classify each triangle by its side length

- Identify and describe similarities and differences: trapezoid, parallelogram, rectangle, rhombus, square



- 1.2 Identify and describe angles: acute, obtuse, right ( 1 day, pp. 360 – 362)  
 Extend pp. 356-359



2.0 Use properties of geometric figures to solve problems from a variety of perspectives.. ( 4 days total)

- 2.1 Use basic shapes to demonstrate geometric concepts  
 ( 4 days, pp. 354-355, 386-387, 388-389, 390-393)

Ex: Lines of symmetry  
 Congruency (triangle, rectangle, square, parallelogram)  
 Similarity (triangle, rectangle, square, parallelogram)  
 Perpendicular lines (triangles, rectangles, squares, trapezoid)  
 Parallel lines (rectangles, squares, trapezoid, parallelograms)  
 Identify a reflection

### Measurement

1.0 Apply measurement concepts in practical applications. ( 12 days total)

- 1.1 Select, use, and convert appropriate units of measurement for a situation ( 6 days,  
 pp. 192-193, 194-196, 188-191, 360-363, 538-539)

- Elapsed time
  - Metric units (kilo-, base unit, centi-, milli-)
  - US customary units (weight and length)
  - Measure angles (I)
  - Capacity (I)
- 1.2 Find perimeter and area of squares, rectangles, and triangles using whole numbers(4 days, pp. 202-203, 526-527, 538-539, 536-537)

- Apply strategies and/or formulas
- Use appropriate unit of measure

1.3 Find circumference and area of circles (I) **(2 days, pp. 528-530, 544-545)**

### **Number Sense**

1.0 *Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers. (18 days total)*

1.1 Represent fractions in equivalent forms and convert between fractions, decimals, and percents using halves, fourths, tenths, and hundredths.

**(10 days, pp. 90-91; 92-93, 94,96, 98-99, 4-6, 422-423, 164-165)**

Ex:  $\frac{1}{2} = .5 = 50\%$

- Identify standard and word forms of positive rational numbers (millions-10 millionths)
- Identify, represent, compare, and order rational numbers and represent on a number line (I)
- Describe and compare two numbers using ratios including appropriate notation (I)
- Ex: a:b          a to b           $\frac{a}{b}$

1.2 Find factors and multiples of whole numbers. **(8 days, pp. 60-61, 58-59, 62-64, 66-68, 70-71)**

Ex. Classify numbers as prime or composite

Ex. Area of a rectangle is 24 units<sup>2</sup>.

What are the possible whole number dimensions?

- Divisibility Rules (2, 3, 4, 5, 6, 9, 10)  
Ex. List the 1<sup>st</sup> five multiples of these numbers 3, 5, 2.

2.0 *Apply number operations with real numbers and other number systems.*

2.1 Add, subtract, multiply and divide positive decimals and fractions **(17 days, Pages 18-19, 110-111, 112-114, 116-119, 128-129, 130-131, 132-134, 136-137, 152-154, 160-161, 162-163, 282-284, 286-288, 290-291, 292-294)**

- Add, subtract, multiply and divide integers (I)

3.0 *Develop conjectures, predictions, or estimations to solve problems and verify or justify the results.*



- 3.1 Use various strategies to solve one and two step problems involving positive decimals and fractions. **(15 days, pp. 120-121, 138-140, 166-168, 278-280, 296-297, 26, 42-44, 52, 72, 101-102, 204, 222-224)**
- Formulate rules to solve practical life problems involving decimals and fractions. (problem solving)
  - Use estimation strategies to make predictions and test the reasonableness of an answer.

### **Statistics and Probability**

*1.0 Use statistical models to gather, analyze, and display data to draw conclusions. (8 days total)*

- 1.1 Find the mean, median, mode and range of an ordered set of positive data. **(1 day, pp. 216-218)**
- Range taught two ways: low to high  
Difference (high-low)
- 1.2 Display data using bar and line graphs and draw conclusions from data displayed in a variety of visual representations. **(5 days, pp. 234-237, 238-239, 240-242, 244-245, 250-253)**
- Ex. stem-and leaf, double line graph, double bar graph, circle graph, histogram, and pictograph.
- 2.0 Apply the concepts of probability to predict events/outcomes and solve problems.*
- 2.1 Find the probability of a simple event. **(2 days, pp. 490-492, 486-488)**
- Express the result as a fraction  
Ex. A single coin toss or roll a number cube  
(I) Counting principle

**Estimated Time Frame for teaching the basic math objectives—92 days.**

**Math Standards – Grade 6 - 2004**

**Chapter 1**

**Place Value Addition and Subtraction**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	1.1 Place Value	4-5	Read, write, and understand whole numbers	N.S. 1-1	Period Standard form Word form Short word form Expanded form
Day 2	1.1 Place Value	4-5 Decimal Kit	Read, write, and understand decimals	N.S. 1-1	
Day 3	1.2 Place Value and Power of Ten	6-7	Relate powers of 10 to place value	Need for N.S. 1.2	Power of 10 Exponent Factor base
Day 4	1.3 Compare and Order Numbers	8-9	Compare and order whole and decimal	N.S. 1.1	Number line
Day 5	1.4 Round and Estimate Numbers	10-12	Round and estimate whole numbers and decimals	Need for NS 3.1	
Day 6	1.5 Problem Solving	14-16	Find a pattern to problem solve	Alg. 4-1	
Day 7	1.6 Add and Subtract Whole Numbers and Decimals	18-19	Add and Subtract Whole Numbers	N.S. 2.1	
Day 8	1.6 Add and Subtract Whole Numbers and Decimals	18-19	Add Decimals	N.S. 2.1	
Day 9	1.6 Add and Subtract Whole Numbers and	18-19	Subtract Decimals	N.S. 2.1	

Day 10	Decimals					
Day 11	1.7 Variables and Expressions 1.8 Use Addition Properties	20-21 22-24	Model and use variables in algebraic expressions Evaluate expressions, using addition properties	Alg 1.2 Alg 1.4	Algebraic expression Term Evaluate Commutative Property Associative Property Identity Property	
Day 12	1.9 Problem Solving	26	Decide whether to use estimate or exact answer	N.S. 3.1		
Day 13	Review	28-29				
Day 14	Test					

Instructional Delivery

Guided and unguided practice

Decimal kit

**Chapter 2**  
**Multiply and Divide Whole Numbers**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1 *	2.2 Multiply Whole Numbers	34-35	Multiply whole numbers	Need for N.S. 2.1	
Day 2	2.3 Divide by One-Digit Divisor	36-37	Divide whole numbers by one-digit divisors	Need for N.S. 2.1	Divisor / Dividend Remainder Quotient
Day 3	2.4 Divide by Two-Digit Divisors	38-40	Divide whole numbers by two-digit divisors----(Does McDonald's Serve Cheese Burgers? Divide, Multiply, Subtract, Compare, Bring Down)	Need for N.S. 2.1	D.M.S.C.B.
Day 4	2.4 Divide by Two-Digit Divisors	38-40	Divide whole numbers by two-digit divisors	Need for N.S. 2.1	
Day 5	2.5 Problem Solving	42-44	Solve prob--working backward	N.S. 3.1	
Day 6	2.6 Use Multiplication Properties	46-47	Use properties of multiplication to evaluate expressions	Alg. 1.4	Zero Property Distributive Property Commutative Property Associative Property Identity Property
Day 7	2.7 Order of Operations	48-49 Supple-	Evaluate expressions using order of operations	Alg. 1.1	P M D A S
Day 8	2.8 Use Mental Math to Solve Equations	50-51	Solve equations by using mental math and balancing	Alg 1.2 Alg 1.3	Equation Solution
Day 9	Review				
Day 10	Test				

Instructional Delivery

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### Chapter 3 Number Theory

Days	Lessons	Pages	Objective	Standards	Vocabulary
Day 1	3.1 Divisibility	58-59	Test numbers for divisibility by 2, 3, 4, 5, 6, 9, 10	N.S. 1.2	
Day 2	3.2 Prime and Composite Numbers	60-61	Distinguish prime numbers and composite numbers	N.S. 1.2	Prime number Composite number
Day 3	3.3 Prime Factorizations	62-64	Express composite numbers as products of prime numbers in exponent form	N.S. 1.2	Prime factorization Exponent Base
Day 4	3.4 Greatest Common Factor	66-69	Find GCF of two or more numbers	N.S. 1.2	Greatest Common Factor Greatest Common Divisor
Day 5	3.5 Least Common Multiple	70-71	Find the least common multiple of two or more numbers	N.S. 1.2	Least Common Multiple
Day 6	Review				

Instructional Delivery

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**Chapter 4**  
**Fraction and Decimal Concepts**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	4.1 Equivalent Fractions	90-91 Fraction kit Supple--	Find equivalent fractions and write in simplest form	N.S. 1.1	Equivalent fractions Simplest form Mixed number Improper fractions
Day 2	4.1 Equivalent Fractions	90-91 Fraction kit	Find equivalent fractions and write in simplest form	N.S. 1.1	Equivalent fractions Simplest form Mixed number Improper fractions
Day 3	4.2 Relate Fractions, Mixed Numbers, and Decimals	92-93	Convert fractions to decimals	N.S. 1.1	
Day 4	4.2 Relate Fractions, Mixed Numbers, and Decimals	92-93	Convert decimals to fractions	N.S. 1.1	
Day 5	4.3 Compare & Order Fractions and Decimals	94-96	Compare and order fractions, mixed numbers, and decimals	N.S. 1.1	Common denominator Least Common Dem.
Day 6	4.4 Relate Decimals & Percents	98-99	Write percents as decimals & decimals as percents	N.S. 1.1	Percent
Day 7	4.5 Interpret Remainders	100-102	Decide how to use remainders when solving problems	N.S. 3.1	
Day 8	Review				
Day 9	Test				

Instructional Delivery  
Guided and unguided practice

Make fraction kits

**Chapter 5**  
**Add and Subtract Fractions**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	5.2 Add & Subtract Fractions with Like Denominators	110-111	Add & subtract fractions and mixed numbers with like denominators	N.S. 2.1	
Day 2	5.3 Add Fractions with Unlike Denominators	112-114	Add fractions and mixed numbers with unlike denominators	N.S. 2.1	Least Common Multiple
Day 3	5.3 Add Fractions with Unlike Denominators	112-114	Add fractions and mixed numbers with unlike denominators	N.S. 2.1	
Day 4	5.4 Subtract with unlike denominators	116-118	Subtract fractions and mixed numbers with unlike denominators	N.S. 2.1	
Day 5	5.4 Subtract with unlike denominators	116-118	Subtract fractions and mixed numbers with unlike denominators	N.S. 2.1	
Day 6	5.5 Problem Solving	120	Review how to solve problems that have more than one step	N.S. 3.1	
Day 7	Review				
Day 8	Test				

Instructional Delivery  
Guided and unguided practice  
Use fraction kits

**Chapter 6**  
**Multiply and Divide Fractions**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	6.2 Multiply Fractions	128-129	Multiply fractions	N.S. 2.1	Cancel
Day 2	6.3 Multiply Mixed Numbers	130-131	Multiply mixed numbers- Review improper to mixed	N.S. 2.1	
Day 3	6.4 Divide Fractions	132-134	Divide Fractions	N.S. 2.1	Multiplicative inverse Reciprocal Invert
Day 4	6.5 Divide Mixed Numbers	136-137	Divide mixed numbers	N.S. 2.1	
Day 5	6.5 Divide Mixed Numbers	136-137	Divide mixed numbers	N.S. 2.1	
Day 6	Review				
Day 7	Test				

Instructional Delivery

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**Chapter 7**  
**Multiply and Divide Decimals**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	7.2 Multiply Decimals	152-154	Multiply decimals by whole numbers and by decimals	N.S. 2.1	
Day 2	7.4 Divide Decimals by Whole Numbers	160-161	Divide decimals by whole numbers	N.S. 2.1	
Day 3	7.5 Divide Decimals by Decimals	162-163	Divide one decimal by another decimal	N.S. 2.1	
Day 4	7.5 Divide Decimals by Decimals	162-163	Divide one decimal by another decimal	N.S. 2.1	
Day 5	7.6 Terminating and Repeating Decimals	164-165	Express fractions as either terminating or repeating decimals	N.S. 1.1	Terminating Decimal Repeating Decimal
Day 6	7.7 Problem Solving	166-168	Use decimals to solve problems	N.S. 3.1	
Day 7	Review				
Day 8	Test				

Instructional Delivery  
Guided and unguided practice

**Chapter 8**  
**Customary and Metric Units of Measure**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	8.2 Customary Units of Measure -Length	188-191 Supplement	Change between customary units of length,	M 1.1	Precision Accuracy
Day 2	8.2 Customary Units of Measure -Weight	188-191 Supplement	Change between customary units of weight	M 1.1	Precision Accuracy
Day 3	8.2 Customary Units of Measure -Capacity	188-191 Supplement	Change between customary units of, capacity.	M 1.1	Precision Accuracy
Day 4	Customary Unit Quiz				
Day 5	Elapsed Time	Supplement	Select, use, and convert appropriate units of measurement for a situation	M 1.1	
Day 6	8.4 Metric Units of Measure-Length	194-196 Supplement	Use powers of 10 to change from one metric unit to another	M 1.1	Metric System
Day 7	8.4 Metric Units of Measure-Mass	194-196 Supplement	Use powers of 10 to change from one metric unit to another	M 1.1	Metric System
Day 8	8.4 Metric Units of Measure-Capacity	194-196 Supplement	Use powers of 10 to change from one metric unit to another	M 1.1	Metric System
Day 9	Metric Unit Quiz				

Instructional Delivery

Guided and unguided practice

**Chapter 9**  
**Collect and Analyze Data**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	9.3 Measures of Central Tendency	216-218	Describe data, using mean, median, mode, and range	S.P. 1.1	Outlier Measures of central tendency Mean Median Mode Range
Day 2	9.5 Problem Solving	222-224	Solve a problem by making a list	N.S. 3.1	

Instructional Delivery  
Guided and unguided practice

**Chapter 10  
Graph Data**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	10.1 Review Graphs	234-236	Interpret and display data in graphs	S 1.2	Double bar graph Scale Interval pictograph
Day 2	10.2 Frequency Tables and Histograms	238-239	Make and interpret frequency tables and histograms	S 1.2	Frequency table Histogram
Day 3	10.3 Read and Make Double Line Graphs	240-242	Make and interpret double line graphs	S 1.2	Double line graph
Day 4	10.4 Stem-and-Leaf Plots	244-245	Make and interpret stem and leaf plots	S 1.2	Stem-and-leaf Stem Leaf
Day 5	Review	259			
Day 6	Test	Chapter Summary Test	--includes mean, median, mode, and range	-delete questions 15 and 16	

Instructional Delivery

Guided and unguided practice

**Chapter 11**  
**Integers**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	11.1 and 11.2 Integers/ Comparing and Ordering	274-277	Identify, use, compare and order integers	N.S. 2.1	Integer --whole number
Day 2	11.3 Draw a Diagram	278-280	Solve a problem by drawing a diagram	N.S. 3.1	
Day 3	11.4 Add Integers	282-284	Find the sum of two integers	N. S. 2.1	Additive inverse (opposite) Absolute value (distance from zero)
Day 4	11.5 Subtract Integers	286-287	Find the difference of two integers	N. S. 2.1	
Day 5	11.7 Multiply Integers 11.8 Divide Integers	290-294	Multiply and divide integers	N. S. 2.1	
Day 6	Review				
Day 7	Test				

Instructional Delivery  
Guided and unguided practice

**Chapter 12**  
**Algebra: Expressions and Equations**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	12.3 Solve Addition and Subtraction Equations	306-307	Solve addition and subtraction equations	Alg 2.1	Inverse operations
Day 2	12.4 Solve Multiplication and Division Equations	308-310	Solve multiplication and division equations	Alg 2.1	
Day 3	12.5 Problem-Solving	312-314	Use equations to solve problems	Alg 4.1	
Day 4	Assessment—all 4 functions	316 for problems (14-31)			

Instructional Delivery

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**Chapter 13**  
**Algebra: Patterns, Functions, and the Coordinate Plane**

<b>Days</b>	<b>Lessons</b>	<b>Pages</b>	<b>Objective</b>	<b>Standards</b>	<b>Vocabulary</b>
Day 1	13.1 Graph Points in the Coordinate Plane	320-322	Identify and graph points in a coordinate plane	Alg 3.1	Coordinate plane Origin Ordered pair x-coordinate y-coordinate
Day 2	13.2 Sequences and Patterns	324-325	Find, describe, and extend patterns in number sequences	Alg 4.1	Sequence Term

Instructional Delivery  
Guided and unguided practice

**Chapter14**  
**Plane Figures**

Days	Lessons	Pages	Objective	Standards	Vocabulary
Day 1	14.1 Basic Concepts	354-355	Review space, point, plane, line, ray, and angle	Geo 2.1	Space Point Plane Vertex Angle Interior Parallel Perpendicular
Day 2	14.4 Measure, Draw, and Classify Angles	360-362	Measure, draw, and classify angles	Geo 1.2 M 1.1	Right angle Acute angle Obtuse angle Straight angle
Day 3	14.4 Measure, Draw, and Classify Angles	360-362	Measure, draw, and classify angles	Geo 1.2 M 1.1	Right angle Acute angle Obtuse angle Straight angle
Day 4	14.5 Triangles and Angle Sums	364-366	Find the measure of the missing angle	Geo 1.1	Isosceles triangle Acute triangle Scalene triangle Obtuse triangle
Day 5	14.6 Quadrilaterals and Angle Sums	368-369	Use properties of quadrilaterals to find angle measures	Geo 1.1	Diagonal
Day 6	Quiz	379 assorted problems	(A,C,D)		

Instructional Delivery  
Guided and unguided practice



**Chapter 15**  
**Congruence and Construction**

Days	Lessons	Pages	Objective	Standards	Vocabulary
Day 1	15.2 Congruent and Similar Figures	386-387	Identify congruent and similar figures	Geo 2.1	Congruent Similar Corresponding parts
Day 2	15.3 Symmetry	388-389	Identify line and rotational symmetry in figures	Geo 2.1	Symmetry Line of symmetry Rotational symmetry
Day 3	15.4 Transformations	390-393	Explore transformations, such as translations, reflections, and rotations	Geo 2.1	Transformation Translation Reflection rotation
Day 4					

Instructional Delivery  
Guided and unguided practice

**Chapter 16**  
**Ratio and Proportion**

Days	Lessons	Pages	Objective	Standards	Vocabulary
Day 1	16.1 Ratios and Equivalent Ratios	422-423	Use ratios to compare numbers and equivalent ratios to find a missing term	Alg 3.2 N.S. 1.1	Ratio Term Equivalent ratio
Day 2	16.2 Rates	424-425	Use a rate to compare quantities with different units	Alg 3.2	Rate

Instructional Delivery  
Guided and unguided practice

**Chapter 17**  
**Understand Percent**

Days	Lessons	Pages	Objective	Standards	Vocabulary
Day 1	17.1 Percent as a Ratio	444-445	Relate ratios and percents	N.S. 1.1	Percent
Day 2	17.2 Relate fractions, decimals, and percents	446-447	Write equivalent fractions, decimals, and percents	N.S. 1.1	

Instructional Delivery

Guided and unguided practice

**Chapter 18**  
**Use Percent**

Days	Lessons	Pages	Objective	Standards	Vocabulary
Day 1	18.1 Find the percent of a number	462-463	Find the percent of a number	N.S. 1.1	

Instructional Delivery  
Guided and unguided practice

**Chapter 19  
Probability**

Days	Lessons	Pages	Objective	Standards	Vocabulary
Day 1	19.1 Possible Outcomes	486-488	Find all the possible outcomes of a multi-step experiment	S. P. 2.1	Sample space Fundamental counting principle
Day 2	19.2 Theoretical Probability	490-492	Find probabilities if each outcome of an experiment has the same chance of occurring	S.P. 2.1	Event Probability Theoretical probability

Instructional Delivery  
Guided and unguided practice

**Chapter 20**  
**Perimeter, Circumference, and Area**

Days	Lessons	Pages	Objective	Standards	Vocabulary
Day 1	Chap.8-7 Perimeter of all shapes	202-203 Supplement	Find the perimeter of all shapes	M 1.2	Perimeter
Day 2	Chap 8-7 Area of Quadrilaterals	202-203 536-537	Find the area of quadrilaterals	M 1.2	Area
Day 3	20.5 Area of a Triangle	538-539	Find the area of triangles	M 1.2	
Day 4	20.2 Circumference	528-530	Find the circumference of a circle	M 1.3	Radius Diameter Circumference Pi
Day 5	20.7 Area of a Circle	544-545	Calculate the area of circle	M 1.2	
Day 6	20.3 Make a Circle Graph	532-534	Solve problems by making and using a circle graph	S.P. 1.2	
Day 7	Review				
Day 8	Test				

Instructional Delivery  
Guided and unguided practice

### Extension Lessons

Unit	Lessons	Pages	Objective
Time	8.3 Computing Meas.	192-193	Computing Time
Time	Elapsed Time	Supplemental	
Time	Military Time	Supplemental	
Time	Time Zones	Supplemental	
Measurement	8.3 Cust. vs. Metric	192-193	Computing Measurement
Measurement	8.5 Cust. vs. Metric	198-199	Converting
Graphs	9.1 Surveys	210-212	
Graphs	9.2 Bias	213-214	
Graphs	9.4 Line Plot	220-221	
Algebra	12.4 2 Step Equations	311	
Probability	19.3 Compound Events	494-496	
Consumer Math	17.4 Percent of a Number-Tips	452	
Consumer Math	18.6 Simple Interest	472	
Consumer Math	18.8 Sales Tax and Discount	478	
Geometry	14.2 Angle Pairs	356	
Geometry	14.3 Transversals	358	
Geometry	15.1 Tangrams	382-385	
Geometry	16.6 Scale Drawings	436	
Geometry	21.6 Volume	566	
Geometry	21.5 Surface Area	564	

## Middle East

6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.

I can explain (outline, write about, illustrate, compare and contrast) how the *Middle Eastern civilizations* (Byzantine, Islamic, Mongolian) started and grew.

6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.

I can list (match) the contributions (achievements, innovations, inventions) of the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

6.C.1.1. Students are able to relate forms of governments to their civilizations.

I can classify forms of government (in the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian)

6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.

I can explain how specific events changed the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).

I can explain how specific ideas (philosophy, religion) changed the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).

I can explain how written documents changed the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.



## *Middle Ages*

**6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.**

I can summarize (in writing) the changes and forms of government that happened during the Middle Ages.

I can summarize (in writing) how the people of the Middle Ages used resources to meet their needs.

I can summarize (in writing) the social (culture, daily life, customs/beliefs, religion) changes that happened during the Middle Ages.

**6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.**

I can list (match) the contributions (achievements, innovations, inventions) of the Middle Ages.

**Indicator 1 : Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

**6.C.1.1. Students are able to relate forms of governments to their civilizations.**

I can classify forms of government in the Middle Ages.

**6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.**

I can explain how specific events changed life during the Middle Ages.

I can explain how specific ideas (philosophy, religion) changed life during the Middle Ages.

I can explain how written documents changed life during the Middle Ages.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

**6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.**

I can determine how the Middle Ages affect the rights and responsibilities of citizens today.

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

**6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.**

I can show how people in the Middle Ages used natural resources available to them to meet their needs.

**6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.**

I can list/name the basic economic system used in the Middle Ages.

**6.E.1.3. Students are able to identify the effects of economic systems on society.**

I can list the reasons why the natural resources available to the people of the Middle Ages affected the way they lived.

I can determine how Middle Eastern civilizations (Byzantine, Islamic, Mongolian) affect the rights and responsibilities of citizens today.

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

**6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.**  
I can show how people in the Middle Eastern Civilizations used natural resources available to them to meet their needs.

**6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.**

I can list/name the basic economic system used in the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).

**6.E.1.3. Students are able to identify the effects of economic systems on society.**

I can list the reasons why the natural resources available to the people of the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian) affected the way they lived.

**Sixth Grade U. S. History**

**Grade Standards, Supporting Skills and Examples**

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade World History**

**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

**Bloom's Taxonomy  
Level**

**Standard, Supporting Skills, and Examples**

**6.W.1.1. Students are able to explain the development of society during the Stone Age.**

\*Paleolithic, Upper-Paleolithic, Mesolithic/Neolithic, Agriculture(Text Chapter 2, Sections 1-3)

\*I can explain how the Stone Age started and grew.

\*Essential Questions:

- 1) What is Paleolithic? Or Upper-Paleolithic? Or Mesolithic/Neolithic?
- 2) What are some achievements and/or economic impacts?
- 3) What impact does religion have on these cultures?
- 4) What impact does government have on these cultures?
- 5) What would life be like for an eleven or twelve year old in this culture? (Project Based Learning Activity)
- 6) How does this civilization/culture relate to the United States today?

6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.

\*Mesopotamia(Chapter 3), Egypt(Chapter 4), China/Mongolian(Chapter 6 and 14), India(Chapter 5)

\*I can explain how the river valley civilizations started and grew because they were located next to rivers.

\*Essential Questions:

1) What is Mesopotamia? Or Egypt? Or China/Mongolian? Or India?

2) What are some achievements and/or economic impacts?

3) What impact does religion have on these cultures?

4) What impact does government have on these cultures?

5) What would life be like for an eleven or twelve year old in this culture? (Project Based Learning Activity)

6) How does this civilization/culture relate to the United States today?

*\*Need to teach Judaism(Chapter 7) to understand how the religion begins to branch off.*

6.W.1.3. Students are able to explain the development of Mediterranean civilizations.

\*Greece(Chapters 8 and 9), Hellenistic Era(Chapter 9), Rome/Christianity(Chapter 10), Persian Empire(Chapters 9)

\*I can explain how the Mediterranean civilizations started and grew.

\*Essential Questions:

1) What is Greece? Or Hellenistic Era? Or Rome? Or Persian Empire?

2) What are some achievements and/or economic impacts?

3) What impact does religion have on these cultures?

4) What impact does government have on these cultures?

5) What would life be like for an eleven or twelve year old in this culture? (Project Based Learning Activity)

6) How does this civilization/culture relate to the United States today?

**6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.**

\*Byzantine(Chapter 11), Islamic(Chapter 12)

\*I can explain how the Middle Eastern civilizations started and grew.

\*Essential Questions:

- 1) What is Byzantine? Or Islamic?
- 2) What are some achievements and/or economic impacts?
- 3) What impact does religion have on these cultures?
- 4) What impact does government have on these cultures?
- 5) What would life be like for an eleven or twelve year old in this culture? (Project Based Learning Activity)
- 6) How does this civilization/culture relate to the United States today?

**6.W.1.5. Students are able to explain the development of the African empires.**

\*Ghana, Mali, Songhai, Niger(Chapter 13)

\*I can explain how the African Empire civilizations started and grew.

\*Essential Questions:

- 1) What is Ghana? Or Mali? Or Songhai? Or Niger?
- 2) What are some achievements and/or economic impacts?
- 3) What impact does religion have on these cultures?
- 4) What impact does government have on these cultures?
- 5) What would life be like for an eleven or twelve year old in this culture? (Project Based Learning Activity)
- 6) How does this civilization/culture relate to the United States today?

**6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.**

\*Toltec(Online), Olmec(Online), Maya(Chapter 16), Aztec(Chapter 16), Inca(Chapter 16)

\*I can explain how the Mesoamerican/Andean civilizations started and grew.

\*Essential Questions:

- 1) What is Toltec? Or Olmec? Or Maya? Or Aztec? Or Inca?
- 2) What are some achievements and/or economic impacts?
- 3) What impact does religion have on these cultures?
- 4) What impact does government have on these cultures?
- 5) What would life be like for an eleven or twelve year old in this culture? (Project Based Learning Activity)
- 6) How does this civilization/culture relate to the United States today?

**6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.**

\*Rise of church leadership, tribal migrations, feudal system, Crusades, diseases, 100 Years War, job specialization, trade fairs, Renaissance, Reformation(Chapters 17, 18, 19)

\*I can summarize the changes and forms of government that happened during the Middle Ages.  
\*I can summarize how the people of the Middle Ages used resources to meet their needs.  
\*I can summarize the social changes that happened during the Middle Ages.

\*Essential Questions:

- 1) What is the rise of church leadership? Or tribal migrations? Or the feudal system? Or Crusades? Or diseases? Or 100 Years War? Or job specialization? Or trade fairs? Or the Renaissance? Or the Reformation?
- 2) What are some achievements and/or economic impacts?
- 3) What impact does religion have on these cultures?
- 4) What impact does government have on these cultures?
- 5) What would life be like for an eleven or twelve year old in this culture? (Project Based Learning Activity)
- 6) How does this civilization/culture relate to the United States today?

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

*\*All of these standards are asking for the contributions of the civilization.*

**Bloom's Taxonomy  
Level**

**Standard, Supporting Skills, and Examples**

6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution. (Chapter 2)  
Contributions: Domestication of animals and plants, rise of trading centers

6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.

\*Mesopotamia(Chapter 3)  
Contributions: Codified laws, Epic of Gilgamesh, city states, polytheism, monotheism, cuneiform, specialization of labor, Judaism, Sargon, Hammurabi, Abram

\*Egypt(Chapter 4)  
Contributions: Hieroglyphics, papyrus, mummification, architecture, pharaohs, calendar, medicine, Ramses, Hatshepsut, Cheops

\*China/Mongolian(Chapter 6 and 14)  
Contributions: Gunpowder, Great Wall, Silk Road, Taoism, Confucianism, Qin/Han Dynasties, Mongol invasions, Orthodox Christianity, Genghis Khan

\*India(Chapter 5)  
Contributions: Hinduism, caste system, Buddhism, medicine, mathematics, Mauryan Empire, Prince Siddhartha



**6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.**

\*Greece(Chapters 8 and 9)  
Contributions: Philosophers, literature, art, science, government, mythology, architecture, astronomy, Olympics, Socrates, Pythagoras

\*Hellenistic Era(Chapter 9)  
Contributions: Phillip II, Alexander, conquest of the Persian Empire

\*Rome(Chapter 10)  
Contributions: Philosophers, literature, art, science, government, mythology, architecture, Latin language, Christianity, Caesar Augustus, Julius Caesar, barbarians, Constantine

**6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.**

\*Byzantine(Chapter 11)  
Contributions: Justinian Code, Eastern Orthodoxy, architecture, Constantine

\*Islamic(Chapter 12)  
Contributions: Islam, Arabic numerals, pilgrimage, Mohammed, Saladin

**6.W.2.5. Students are able to identify the cultural contributions of the African empires. (Chapter 13)**  
Examples: Slave trade, Muslim traders, Timbuktu, tribal society

**6.W.2.6. Students are able to identify the cultural contributions of the Mesosamaeric/Andean Empires. (Online and Chapter 16)**  
Examples: Calendar, astronomy, mathematics, step pyramids, recreation and games, agriculture, class structure, irrigation, Montezuma

**6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages. (Chapters 17, 18, 19)**  
Examples: Rise of middle class, government, Magna Carta, art, architecture, Charlemagne, Marco Polo, William the Conqueror, Joan of Arc

**Sixth Grade World History  
Performance Descriptors**

<b>Advanced</b>	<ul style="list-style-type: none"><li>• Sixth grade students performing at the advanced level:<ul style="list-style-type: none"><li>• describe the relationship of cultural contributions to the advancement of society.</li></ul></li></ul>
<b>Proficient</b>	<ul style="list-style-type: none"><li>• Sixth grade students performing at the proficient level will:<ul style="list-style-type: none"><li>• identify civilizations important to the development of modern western society from the Stone Age through the Middle Ages and explain their development.</li><li>• explain cultural contributions from the Stone Age through the Middle Ages.</li></ul></li></ul>
<b>Basic</b>	<ul style="list-style-type: none"><li>• Sixth grade students performing at the basic level will:<ul style="list-style-type: none"><li>• identify cultural contributions from the Stone Age through the Middle Ages.</li></ul></li></ul>

**Sixth Grade Geography  
Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

Note: In most recent districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7 and in U.S. History in Grade 8.

**Indicator 1:** Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

*\*These standards will be mastered by focusing on the six essential questions.*

<b>Bloom's Taxonomy</b>	<b>Standard, Supporting Skills, and Examples</b>
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**6.C.1.1.** Students are able to relate forms of governments to their civilizations.  
 Examples: Priest-kings vs. god-kings, city states, Athenian democracy vs. republic, monarchy, theocracy, feudalism

**6.C.1.2.** Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.  
 Examples: spread of disease, Crusades, Black Death, Platonic philosophy, rise of major religions, Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta

**Indicator 2:** Analyze the constitutional rights and responsibilities of United States Citizens.

<b>Bloom's Taxonomy</b>	<b>Standard, Supporting Skills, and Examples</b>
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**6.C.2.1.** Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.  
 Examples: Roman citizenship compared to United States citizenship

**Sixth Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<p>Sixth grade students performing at advance level will:</p> <ul style="list-style-type: none"> <li>● compare and contrast governments and their influence on civilizations.</li> </ul>
<b>Proficient</b>	<p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> <li>● relate forms of governments to their civilizations</li> <li>● describe how events, ideals, and written documents influenced structures within civilizations.</li> <li>● Recognize how historical civilizations influence the rights and responsibilities of citizens today.</li> </ul>
<b>Basic</b>	<p>Sixth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> <li>● identify forms of governments;</li> <li>● identify events and written documents that influenced civilizations.</li> </ul>

**Sixth Grade Economics  
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7 and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

*\*These standards will be mastered by focusing the six essential questions.*

**Bloom's Taxonomy**

**Standard, Supporting Skills, and Examples**

6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources. Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership

**6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.**  
 Examples: traditional, market

**6.E.1.3. Students are able to identify the effects of economic systems on society.**  
 Examples: urbanization, specialization, class system, trade routes, gender roles, money values, standardization of money systems

**Sixth Grade Economics  
 Performance Descriptors**

<b>Advance</b>	<ul style="list-style-type: none"> <li>● Sixth grade students performing at the advanced level will:           <ul style="list-style-type: none"> <li>● explain the consequences of failing to meet the needs and wants of society.</li> <li>● compare and contrast past and present economic characteristics.</li> </ul> </li> </ul>
<b>Proficient</b>	<ul style="list-style-type: none"> <li>● Sixth grade students performing at the proficient level will:           <ul style="list-style-type: none"> <li>● explain societies' attempt to satisfy their basic needs and wants by utilizing economic conditions of natural and human resources.</li> <li>● Identify basic economic systems up through the Middle Ages.</li> <li>● Identify an effect of an economic system on society.</li> </ul> </li> </ul>
<b>Basic</b>	<ul style="list-style-type: none"> <li>● Sixth grade students performing at the basic level will:           <ul style="list-style-type: none"> <li>● identify one basic economic system up through the Middle Ages;</li> <li>● identify an effect of an economic system on society.</li> </ul> </li> </ul>

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**

6-8

**Sixth Grade U.S. History**

**Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade World History**

**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p><b>6.W.1.1. Students are able to explain the development of society during the Stone Age.</b></p> <ul style="list-style-type: none"> <li>Identify the time periods of prehistoric man through artifacts and other archaeological findings.</li> </ul> <p>Examples: Paleolithic, Upper-Paleolithic, Mesolithic/Neolithic</p> <p>Examples: tools, shelters, communication</p>
(Analysis)	<p><b>6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.</b></p> <ul style="list-style-type: none"> <li>Mesopotamia</li> <li>Examples: Sumerians, Babylonians, Assyrians</li> <li>Examples: Tigris/Euphrates Rivers, Fertile Crescent</li> <li>Egypt</li> <li>Examples: Old/Middle/New Kingdoms</li> <li>Example: Nile River</li> <li>China</li> <li>Examples: Huang He River, isolation</li> <li>India</li> <li>Examples: Indus River, isolation</li> </ul>

<p><b>6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.</b>  <b>Examples:</b> domestication of animals and plants, rise of trading centers</p>	<p>(Analysis)</p>
<p><b>6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.</b></p> <ul style="list-style-type: none"> <li>• Mesopotamia            Examples: codified laws, Epic of Gilgamesh, city states, polytheism, monotheism, cuneiform, specialization of labor, Judaism</li> <li>• Egypt            Examples: hieroglyphics, papyrus, mummification, architecture, pharaohs, calendar, medicine</li> <li>• China            Examples: gunpowder, Great Wall, Silk Road, Taoism, Confucianism</li> <li>• India            Examples: Qin/Han Dynasties</li> </ul> <p>Examples: Hinduism, caste system, Buddhism, medicine, mathematics, Mauryan Empire</p> <p>Example: Prince Siddhartha</p>	<p>(Comprehension)</p>

6.C.1.1. Students are able to relate forms of governments to their civilizations.	(Application)
Standard, Supporting Skills, and Examples	Bloom's Taxonomy Level

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

**Sixth Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade Geography  
Grade Standards, Supporting Skills, and Examples**

<p>Sixth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> <li>• identify cultural contributions from the Stone Age through the Middle Ages.</li> </ul>	Basic
<p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> <li>• identify civilizations important to the development of modern western society from the Stone Age through the Middle Ages and explain their development;</li> <li>• explain cultural contributions from the Stone Age through the Middle Ages.</li> </ul>	Proficient
<p>Sixth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> <li>• describe the relationship of cultural contributions to the advancement of society.</li> </ul>	Advanced

**Sixth Grade World History  
Performance Descriptors**

<p>6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.</p> <p>Examples: rise of middle class, government, Magna Carta, art, architecture</p> <p>Examples: Charlemagne, Marco Polo, William the Conqueror, Joan of Arc</p>	(Comprehension)
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Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Standard, Supporting Skills, and Examples	Bloom's Taxonomy Level
<p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership</p>	(Application)
<p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>Examples: traditional, market</p>	(Knowledge)
<p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p>	(Application)

**Sixth Grade Economics Performance Descriptors**

<p>Sixth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> <li>• explain the consequences of failing to meet the needs and wants of society;</li> <li>• compare and contrast past and present economic characteristics.</li> </ul>	Advanced
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<p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> <li>• explain societies' attempt to satisfy their basic needs and wants by utilizing economic conditions of natural and human resources;</li> <li>• identify basic economic systems up through the Middle Ages;</li> <li>• identify the effects of economic systems on society.</li> </ul>	Proficient
<p>Sixth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> <li>• identify one basic economic system up through the Middle Ages;</li> <li>• identify an effect of an economic system on society.</li> </ul>	Basic

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**

6-8

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade U.S. History  
Grade Standards, Supporting Skills, and Examples**

**Sixth Grade World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Standard, Supporting Skills, and Examples	Bloom's Taxonomy Level
<p><b>6.W.1.1. Students are able to explain the development of society during the Stone Age.</b></p> <ul style="list-style-type: none"> <li>Identify the time periods of prehistoric man through artifacts and other archaeological findings.</li> </ul> <p>Examples: Paleolithic, Upper-Paleolithic, Mesolithic/Neolithic</p> <p>Examples: tools, shelters, communication</p>	(Analysis)
<p><b>6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.</b></p> <ul style="list-style-type: none"> <li>Mesopotamia</li> <li>Examples: Sumerians, Babylonians, Assyrians</li> <li>Examples: Tigris/Euphrates Rivers, Fertile Crescent</li> <li>Egypt</li> <li>Examples: Old/Middle/New Kingdoms</li> <li>Example: Nile River</li> <li>China</li> <li>Examples: Huang He River, isolation</li> <li>India</li> <li>Examples: Indus River, isolation</li> </ul>	(Analysis)

<p><b>6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.</b>  <b>Examples:</b> domestication of animals and plants, rise of trading centers</p>	<p>(Analysis)</p>
<p><b>6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.</b></p> <ul style="list-style-type: none"> <li>• Mesopotamia            Examples: codified laws, Epic of Gilgamesh, city states, polytheism, monotheism, cuneiform, specialization of labor, Judaism</li> <li>• Egypt            Examples: hieroglyphics, papyrus, mummification, architecture, pharaohs, calendar, medicine</li> <li>• China            Examples: gunpowder, Great Wall, Silk Road, Taoism, Confucianism</li> <li>• India            Examples: Qin/Han Dynasties</li> </ul> <p>Examples: Hinduism, caste system, Buddhism, medicine, mathematics, Mauryan Empire</p> <p>Example: Prince Siddhartha</p>	<p>(Comprehension)</p>

6.C.1.1. Students are able to relate forms of governments to their civilizations.	(Application)
Standard, Supporting Skills, and Examples	Bloom's Taxonomy Level

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

**Sixth Grade Civics (Government)  
Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade Geography  
Grade Standards, Supporting Skills, and Examples**

<p><b>Sixth grade students performing at the basic level will:</b></p> <ul style="list-style-type: none"> <li>• identify cultural contributions from the Stone Age through the Middle Ages.</li> </ul>	Basic
<p><b>Sixth grade students performing at the proficient level will:</b></p> <ul style="list-style-type: none"> <li>• identify civilizations important to the development of modern western society from the Stone Age through the Middle Ages and explain their development;</li> <li>• explain cultural contributions from the Stone Age through the Middle Ages.</li> </ul>	Proficient
<p><b>Sixth grade students performing at the advanced level will:</b></p> <ul style="list-style-type: none"> <li>• describe the relationship of cultural contributions to the advancement of society.</li> </ul>	Advanced

**Sixth Grade World History  
Performance Descriptors**

<p><b>6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.</b></p> <p>Examples: rise of middle class, government, Magna Carta, art, architecture</p> <p>Examples: Charlemagne, Marco Polo, William the Conqueror, Joan of Arc</p>	(Comprehension)
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Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Standard, Supporting Skills, and Examples	Bloom's Taxonomy Level
<p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership</p>	(Application)
<p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>Examples: traditional, market</p>	(Knowledge)
<p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p>	(Application)

**Sixth Grade Economics Performance Descriptors**

<p>Sixth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> <li>• explain the consequences of failing to meet the needs and wants of society;</li> <li>• compare and contrast past and present economic characteristics.</li> </ul>	Advanced
<p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> <li>• explain societies' attempts to satisfy their basic needs and wants by utilizing economic conditions of natural and human resources;</li> <li>• identify basic economic systems up through the Middle Ages;</li> <li>• identify the effects of economic systems on society.</li> </ul>	Proficient
<p>Sixth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> <li>• identify one basic economic system up through the Middle Ages;</li> <li>• identify an effect of an economic system on society.</li> </ul>	Basic

## Sixth Grade World History

### Stone Age

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

6.W.1.1. Students are able to explain the development of society during the Stone Age.

I can explain (outline, write about, illustrate, compare and contrast) how the Stone Age (Paleolithic, Mesolithic, Neolithic) started and grew.

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.

I can compare and contrast what daily life was like before and after the agricultural revolution (Development of farming, division of labor, domestication of animals, trading centers)

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.

I can show how people in the Stone Age used natural resources available to them to meet their needs.

## River Valley Civilizations

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.

I can explain (outline, write about, illustrate, compare and contrast) how *river valley civilizations* (Mesopotamia, Egypt, China, India) started and grew because they were located next to rivers

6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.

I can list (match) the contributions (achievements, innovations, inventions) of the *River Valley Civilizations* (Mesopotamia, Egypt, China, India).

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

6.C.1.1. Students are able to relate forms of governments to their civilizations.

I can classify forms of government (priest-kings vs god-kings, city-states, dynasties) in the River Valley Civilizations (Mesopotamia, Egypt, China, India)

6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.

I can explain how specific events changed the River Valley civilizations ( Mesopotamia, Egypt, China, India).

I can explain how specific ideas (philosophy, religion) changed the River valley Civilizations (Mesopotamia, Egypt, China, India).

I can explain how written documents changed the River Valley Civilizations (Mesopotamia, Egypt, China, India).

## Mediterranean Civilizations

6.W.1.3. Students are able to explain the development of Mediterranean civilizations.

I can explain (outline, write about, illustrate, compare and contrast) how the *Mediterranean civilizations* (Greece, Rome) started and grew.

6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.

I can list (match) the contributions (achievements, innovations, inventions) of the Mediterranean Civilizations (Greece, Rome).

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

6.C.1.1. Students are able to relate forms of governments to their civilizations.

I can classify forms of government (city-states, Athenian democracy vs. republic, Roman Empire, monarchy) in the Mediterranean Civilizations (Greece, Rome)

6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.

(NEEDS MORE WORK)

I can explain how specific events changed the Mediterranean Civilizations (Greece, Rome).

I can explain how specific ideas (philosophy, religion) changed the Mediterranean Civilizations (Greece, Rome).

I can explain how written documents changed the Mediterranean Civilizations (Greece, Rome).

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.



I can determine how Mediterranean civilizations (Greece, Rome) affect the rights and responsibilities of citizens today.

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

**6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.**

I can show how people in the Mediterranean Civilizations (Greece, Rome) used natural resources available to them to meet their needs.

**6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.**

I can list/name the basic economic system used in the Middle Ages.

**6.E.1.3. Students are able to identify the effects of economic systems on society.**

I can list the reasons why the natural resources available to the people of the Mediterranean Civilizations affected the way they lived.

*Kastan  
(Jogya)*

**6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.**

I can determine how Mesoamerican/Andean civilizations affect the rights and responsibilities of citizens today.

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

**6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.**

I can show how people in the Mesoamerican/Andean Civilizations used natural resources available to them to meet their needs.

**6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.**

I can list/name the basic economic system used in the Mesoamerican/Andean civilizations.

**6.E.1.3. Students are able to identify the effects of economic systems on society.**

I can list the reasons why the natural resources available to the people of the Mesoamerican/Andean Civilizations affected the way they lived.

# Mesoamerica / Andean

6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.

I can explain (outline, write about, illustrate, compare and contrast) how the Mesoamerican/Andean Civilizations ( Toltec, Olmec, Maya, Aztec, Inca) started and grew.

6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican/Andean Empires.

I can list (match) the contributions (achievements, innovations, inventions) of the Mesoamerican/Andean Civilizations (Olmec, Maya, Aztec, Inca).

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

6.C.1.1. Students are able to relate forms of governments to their civilizations.

I can classify forms of government in the Mesoamerican/Andean Civilizations (Olmec, Maya, Aztec, Inca).

6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.

I can explain how specific events changed the Mesoamerican/Andean civilizations (Olmec, Maya, Aztec, Inca).

I can explain how specific ideas (philosophy, religion) changed the Mesoamerican/Andean Civilizations ( Olmec, Maya, Aztec, Inca).

I can explain how written documents changed the Mesoamerican/Andean Civilizations (Olmec, Maya, Aztec, Inca).

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

**6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.**

I can determine how African Empire civilizations (Gana, Mali, Songhai, Niger) affect the rights and responsibilities of citizens today.

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

**6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.**

I can show how people in the African Empire (Gana, Mali, Songhai, Niger) used natural resources available to them to meet their needs.

**6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.**

I can list/name the basic economic system used in the African Empire civilizations (Gana, Mali, Songhai, Niger).

**6.E.1.3. Students are able to identify the effects of economic systems on society.**

I can list the reasons why the natural resources available to the people of the African Empire civilizations (Gana, Mali, Songhai, Niger) affected the way they lived.

## ***African Empires***

**6.W.1.5. Students are able to explain the development of the African empires.**

I can explain (outline, write about, illustrate, compare and contrast) how the African Empire *civilizations* (Gana, Mali, Songhai, Niger) started and grew.

**6.W.2.5. Students are able to identify the cultural contributions of the African empires.**

I can list (match) the contributions (achievements, innovations, inventions) of the African Empire Civilizations (Gana, Mali, Songhai, Niger).

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

**6.C.1.1. Students are able to relate forms of governments to their civilizations.**

I can classify forms of government in the African Empire Civilizations (Gana, Mali, Songhai, Niger)

**6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.**

I can explain how specific events changed the African Empire civilizations (Gana, Mali, Songhai, Niger).

I can explain how specific ideas (philosophy, religion) changed the African Empire Civilizations (Gana, Mali, Songhai, Niger).

I can explain how written documents changed the African Empire Civilizations (Gana, Mali, Songhai, Niger).

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

**6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.**

I can determine how River Valley civilizations (Mesopotamia, Egypt, China, India) affect the rights and responsibilities of citizens today.

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

**6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.**

I can show how people in the River Valley Civilizations used natural resources available to them to meet their needs.

**6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.**

I can list/name the basic economic system used in the River Valley civilizations (Mesopotamia, Egypt, China, and India).

**6.E.1.3. Students are able to identify the effects of economic systems on society.**  
I can list the reasons why the natural resources available to the people of the River Valley Civilizations affected the way they lived.

# 2006-2007

## Grade 6 Science Kit Schedule

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Roosevelt	Earth Science (Ch. 8-12)	Space/Technology (Chapt. 19-21)	Life Science (Chapt. 1-7)	Physical Science (Ch. 13-18)
Jefferson	Physical Science (Ch. 13-18)	Life Science (Chapt. 1-7)	Space/Technology (Chapt. 19-21)	Earth Science (Ch. 8-12)
McKinley	Life Science (Chapt. 1-7)	Space/Technology (Chapt. 19-21)	Physical Science (Ch. 13-18)	Earth Science (Ch. 8-12)
Lincoln	Earth Science (Ch. 8-12)	Physical Science (Ch. 13-18)	Life Science (Chapt. 1-7)	Space/Technology (Chapt. 19-21)
Mellette	Space/Technology (Chapt. 19-21)	Earth Science (Ch. 8-12)	Physical Science (Ch. 13-18)	Life Science (Chapt. 1-7)

7/09/07  
 - kits good  
 - schedule  
 - didn't really  
 need to  
 be followed

**\*Kits must be requested from the Science Center (reilm@wtn.k12.sd.us). They will not be sent out automatically.**

**\*Please ship the kit to the Science Center on or before the final day of your scheduled time, repacking all materials, using the list on the box for reference.**

**\*You may order kits if they have not been scheduled to be in another school. Your grade level has 3 kits for each science unit.**

**\*You may request other science materials or just the consumable materials from a box. Send a detailed list to reilm@wtn.k12.sd.us**

*Inquiry-based activities*

### Sixth Grade

#### NATURE OF SCIENCE

The nature of science is woven into each strand of the science curriculum. We believe that it is important to ask question, research, and understand the origin of scientific knowledge (inquiry methodology). Water bottle activity will help us understand the scientific process.

#### TECHNOLOGY, ENVIRONMENT, AND SOCIETY

We believe that this strand is woven into the science strands (life, earth, physical). We believe it is important to describe how science and technology have helped society to solve problems. We also believe we need to identify the problem(s) of human activity on the local, regional, or global environment. The farm day and zoo day will specifically help us with this strand. Life Science (disease, cloning, genetic engineering) Earth (global warming, water depletion, pollution, desalination plants), Physical Science (wind energy, solar energy, ethanol, alternative energy)...Tour ethanol plant

#### LIFE SCIENCE

**1.0 Understand the fundamental structures, functions, classifications, and mechanisms found in living things. (Chapter 1 and 2) NEW TO STUDENTS**

#### ESSENTIAL QUESTIONS:

- A. What do all living things have in common?
- B. Why plants don't need food for energy?
- C. What do they look like?
- D. Can you feel a cell?
- E. How big is a cell?

**1.1 Illustrate the difference between plant and animal cells.**

-Plant cells have chloroplasts and cell walls  
-All contain same basic parts, but plant has cell walls and chloroplasts  
-Observe cells with a compound microscope  
Intro: basic cell organelles and functions, recognize cells as the building blocks of things.

*Assessment: A. Explain the reasons for the differences between plant and animal cells.  
B. Illustrate the difference between plant and animal cells.*

**1.2 Explain the importance and scientific use of the classification system.**  
**ESSENTIAL QUESTIONS:**



**1.1 Describe how the spheres (lithosphere, hydrosphere, atmosphere, and biosphere) of the Earth interact. (Need to supplement outside book)**  
 -impact of human and natural events  
 Introduce: composition of spheres

- A. What are the different spheres?
- B. Why are their different spheres?
- C. What happens in the different sphere?
- D. What sphere do we lives?
- E. What separates the spheres?
- F. Are they different colors?

**ESSENTIAL QUESTIONS**

**1.0 Analyze the various structures and processes of the Earth system. (NEW TO STUDENTS)**

**EARTH SCIENCE**

**Introduce** cycles (water, carbon dioxide/oxygen) – characteristics of biomes and The organisms that live there, adapt to biotics/abiotic factors in a biome.

**3.0 Analyze how organisms are linked to one another and the environment. (Chapter 6 and 7)**

-This is an introductory standard for 6<sup>th</sup> grade  
 -This standard does not need to be mastered.  
 Introduce (lineage of organisms to predicts traits and features, describe the difference between hybrid and a purebred trait.

**2.0 Analyze various patterns and products of natural and induced biological change. (Chapter 3)**

*Assessment:* A. Design a classification system  
 B. Explain the importance and scientific use of a classification system.

-Inquiry lesson (sorting of buttons)  
 -Management of diversity for organization and categorization  
 -Uniform scientific communication  
 Introduce – kingdom, phylum, class, order, family, genus, species, classification system (monera, protista, plantae, fungi, animalia)

- A. How are things related?
- B. How do classifications help us understand life?
- C. Why is organization important in our life?

ESSENTIAL QUESTIONS:

- 2.1. Identify the organization and relative scale of the solar system.
- 2.0 Analyze essential principles and ideas about the composition and structure of the universe. (Chapter 20) Need to supplement meteor, asteroid, comets....

*Assessment: A. Explain the role of plate tectonics in shaping the earth. B. Explain processes involved in the formation of the Earth's structure.*

-LATI  
-Paul Peterson (HS) and Denise Ottenbacher (MS) have classroom sets  
-Call Game, Fish and Parks (GPS)  
-Use GPS, GIS, remote sensing  
-EROS will come up for a presentation  
phenomena

Introduce topographic and digit imagery or remotely sense data to identify surface features, formation of different rock types and their characteristics, use geospatial technologies to investigate natural  
-plate tectonics, volcanoes, earthquakes

- 1.3 Explain processes involved in the formation of the Earth's structure. (Chapter 8)

*Assessment: A. Analyze the role of water as it interacts with the Earth's spheres B. Examine the role of water on the Earth*

-surface water (waves, glaciers, rivers)  
-underground (aquifer)  
-atmosphere (precipitation, humidity)  
-Chad Foust, Mike Williams, Geoff Heig are excellent resources

- A. Will we run out of water?  
B. Will we have powdered water?  
C. Is this a cycle, or will we run out?  
D. Where does water come from?  
E. Where do we get our water from Watertown?

ESSENTIAL QUESTIONS

- 1.2 Examine the role of water on the Earth. (Chapter 10 and 11)

*Assessment: Describe how the spheres (lithosphere, hydrosphere, atmosphere, and biosphere) of the Earth interact.*

- A. Why are some planets big and others small?
- B. Why do some have more moons?
- C. What do moons do for planets?
- D. Is there life on planets?
- E. How would life be different without moon?
- F. What will happen if the sun disappears?
- G. How do the planets stay in space?

-Sun, Moon, Earth, and other planets and their moons, meteor, asteroids, and comets

-Introduce origins and age of the universe, explain the association of time measurement with celestial motions.

*Assessment: A. Compare and contrast terrestrial and gaseous planets. B. Identify the organization and relative scale of the solar system*

## Physical Science

### 1.0 Describe structures and properties of, and changes in, matter.

#### 1.1 Identify the subatomic particles that make up atoms. (Chapter 14)

**-electrons, protons, and neutrons (NEW)**

#### ESSENTIAL QUESTIONS:

A. What is an atom?

B. How come you can't see an atom?

C. What are atoms made of?

D. How big is an atom?

E. Does everything have atoms?

*Assessment: A. Draw models of simple atoms indicating appropriate*

*Positions of protons, electrons, and neutrons*

*B. Identify the subatomic particles that make up atoms.*

#### 2.2 Classify matter based on physical and chemical properties. (Chapter 13)

**-mass, weight, volume, acidity, density, texture, color, melting point, boiling point**

**Introduce: compare and contrast compounds and elements, Use the Periodic table**

*Assessment: A. Identify physical and chemical changes*

*B. Classify matter based on physical and chemical properties.*

**2.3 Describe phase changes in matter differentiating between the particle motion in solids, liquids, and gases. (Chapter 13)**

*Assessment: Explain the role of temperature in phase changes of matter.  
B. Describe phase changes in matter differentiating between the particles motion in solids, liquids and gases.*

**2.0 Analyze forces, their forms, and their effects on motions. (Chapter 15)**

**2.1 Describe how push/pull forces on an object produce motion.**

Introduce how all forces have magnitude and direction, Newton's Laws  
Of Motion

*Assessment: Predict motion(s) of an object acted on by multiple push/pull forces. B. Describe how push/pull forces acting on an object produce motion.*

**3.0 Analyze interactions of energy and matter.**

**3.1 Identify types of energy transformation. (Chapter 17 and 18) May need to do supplemental here to understand transformations...**

Introduce basic principles of electricity and magnetism including static, current, circuits, and magnetic fields, properties of light (electromagnetic spectrum), illustrate sunlight to chemical (photosynthesis)

*Assessment: A. Given a scenario, identify energy transformations.  
B. Identify types of energy transformations.*