|  |
| --- |
| **First Nine Weeks** |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| First Quarter: Week 1 (Preparing the Classroom with Procedures) |
| 2.28 Explain how individuals living in societies went from developing rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations. | AuthorityRulesConsequenceCourageResponsibility | -What is the purposeof rules?-What would happenwithout rules andauthority in theschool/community? | -Students will sort rules forhome/community/school. -Students will write and illustrate classroomrules/constitution-Students will create a cause and effect scenario of following and not following rules.  | Classroom Behavior/Expectation Chart(s)Suggested Literature Links No, David & David Goes to School by David ShannonNever Spit on Your Shoes by Denys CazetRecess Queen by Alexis O’NeilStudies Weekly: Week 3- Rules and ResponsibilitiesStudies Weekly Leveled Reader- 2-1\_3Harcourt Horizons (2003)- Unit 1. Lesson 1Discovery Education: The Importance of RulesVideo: [School Rules](https://www.youtube.com/watch?v=RyLzsQKFpB0) |
| Week 2 (Iris & Walter - RS Story Integration) |
| 2.13 Compare how maps and globes depict geographicalinformation in different ways. | MapsGlobesContinentOceanSphere | -What items are found on a map….on a globe?-How do items found on a map help to identify Information…. on a globe? | -Students will create a bubble map comparing maps and globes and how they depict information in different ways. | BrainPOP Jr: Reading MapsDiscovery Education: Maps and GlobesStudies Weekly: Week 13- Maps and GlobesStudies Weekly Leveled Reader- 2-2\_12Harcourt Horizons (2003)- Unit 3. Lesson 3<http://www.readworks.org>: The Difference Between Maps and GlobesVideo- [Maps and Globes](https://www.youtube.com/watch?v=NazvXwWumaQ) |
| Week 3 (Exploring Space with An Astronaut - RS Story Integration) |
| 2.32 Participate in shared research using biographies to interpret the significance ofcontributions made by people of the US, recounting ordescribing key ideasand details from the texts. Teachers may choose any biographies. Some suggestions are: Neil Armstrong, Sally Ride | DiscoverExpeditionExploreGuideJourneyAstronaut | -What contributions didfamous people make in the United States? | -Students will create research project using biographies. -Students will choose a famous astronaut to read and report on. -Students will gather 5 or more details about their astronaut.-Students will work in small groups to prepare a presentation about the astronauts accomplishments. Presentation may include illustrations, posters, songs etc. | Discovery Education: videos and pictures ofboth Neil Armstrong and Sally Ride.[http://www.ducksters.com/biography/](http://www.ducksters.com/biography/%20explorers/neil_armstrong.php)[explorers/neil\_armstrong.php](http://www.ducksters.com/biography/%20explorers/neil_armstrong.php)[http://www.ducksters.com/biography/](http://www.ducksters.com/biography/%20women_leaders/sally_ride.php)[women\_leaders/sally\_ride.php](http://www.ducksters.com/biography/%20women_leaders/sally_ride.php)Studies Weekly: Week 8- Explorers (online test)Studies Weekly Leveled Reader 2-2\_7Video [Astronauts in Space](https://www.youtube.com/watch?v=KsNajvy3Z7Y) (How do Astronauts Live Eat Sleep and use the Bathroom in Space)  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 4 (Henry and Mudge and the Starry Night - RS Story Integration) |
| 2.16 Utilize legends, cardinal directions, and grids to determine locations on different types of maps. | Map KeyItineraryLegendNavigateSymbolCardinalDirections | -What is a legend and how do we use it to determine locations on a map? | -Students will create a map oftheir bedrooms. -Students will add a legend and cardinal directions. | Maps and Globes by Jack KnowltonStudies Weekly: Week 14- Using MapsStudies Weekly Leveled Reader: 2-2\_13Harcourt Horizons (2003)- Unit 3. Lesson 3BrainPOP Jr: Reading MapsDiscovery Education: Adding Street Names and Cardinal DirectionsVideo- [Cardinal Directions](https://www.youtube.com/watch?v=5IpdjyD_uPo&spfreload=10) |
| Week 5 (A Walk in the Desert - RS Story Integration) |
| 2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys. | LandformIslandLakeMountainOceanPeninsulaPlainsPlateausRiversValleys | -How do we distinguish physical features of the earth? | -Students will create a landform flipbook-Students will draw and describe the different features listed in the standard.-Students will compare 2 landforms. | Discovery Education: Let’s Talk Geography: LandformsHarcourt Horizons (2003)- Unit 3. Lesson 1-2BrainPOP Jr: Landforms<http://www.readworks.org>: Our WorldVideo- [Learning About Landforms](https://www.youtube.com/watch?v=KWTDmg8OI_Y&list=PLQIDZV9E2H_T7spAWDaHJRjMoao2U6Jov) |
| Week 6 (The Strongest One - RS Story Integration) |
| 2.14 Construct a globe depicting the four hemispheres, seven continents, and five oceans using the equator and prime meridian. | ClimateLandformsTemperatureHemisphereContinentsOceansEquatorPrimeMeridian | -What are the different elements found on a globe? | -Students will create a model of a globe.(Suggestions might be to work in small groups using balls and die-cut pieces of continents to tape in the appropriate places on the globe, or create paper mache globes.) | BrainPOP Jr: Continent and OceansStudies Weekly: Week 15- Earth (online test)Studies Weekly Leveled Reader: 2-3\_14Harcourt Horizons (2003)- T23-25Discovery Education: Maps and GlobesOceans and Continents (TNCore Unit)Video- [Globes](https://www.youtube.com/watch?v=wjpghOjA0qI) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 7 (Tara and Tiree, Fearless Friends RS Story Integration) |
| 2.15 Create a map depicting the current boundaries of the United States, Canada, and Mexico and recognize they are part of the North American continent. | DistanceMapTravelBoundaryContinent | -Where are theboundaries of the United States located on a map? | -Students will create a map of North America identifying the boundaries identified in the standard. | North America Map<http://www.ezilon.com/maps/north-american-continent-maps.html>Studies Weekly: Week 2- Where is the United States(online test)Studies Weekly Leveled Reader: 2-1\_2Harcourt Horizons (2003)- T22 |
| Week 8 (Ronald Morgan Goes to Bat - RS Story Integration) |
| 2.5 Create audio recordings, adding drawings or other visual displays, to explain the ways in which we are all part of the same community, sharingprinciples, goals, andtraditions despite varied ancestry. | TraditionsFolktalesLegends | -What are some of your family’s traditions? | -Students will work in groups tocreate a podcast which includes specific family traditions. | Discovery Education: Reading Rainbow: The Patchwork Quilt Studies Weekly: Week 20- Tennessee Folktales and Legends (online test)Video- [Celebrating our Traditions](https://www.youtube.com/watch?v=nXQQ693Z7cw) |
| Week 9 (Turtle’s Race with Beaver - RS Story Integration) |
| 2.19 Compare and contrast the regions of the United States(Southeast, Northeast, Great Plains, Southwest, and PacificNorthwest) in terms of climate, physical features, andpopulation. | ClimateRegionsLandmarksPopulation | -How do climate, physical features, and populations vary in the different regions of theUnited States? | -Students will trace Tulip’s tripacross America on a blank USAmap. -Students will discuss thelandforms of each regionTulip crosses. | Our Fifty States by Mark BockenhaverTulip Sees America by Cynthia Rylant[Tulip Sees America Video](http://youtu.be/VAy-Sp4e0XU)Studies Weekly: Week 18- Landmarks Tell a Story(online test)Video- [US Regions Overview](https://www.youtube.com/watch?v=cIdOINLX9SE) |

|  |
| --- |
| **Second Nine Weeks** |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Second Quarter: Week 10 (Bremen Town Musicians - RS Story Integration) |
| 2.20 Analyze the differences in natural resources in the threeGrand Divisions ofTennessee and make connections to the major industries that are found in each. | Natural ResourcesIndustryVolunteer | -What are the 3 granddivisions ofTennessee?-What natural resources and industries can befound in each? | -Students will create a map of Tennessee identifying the 3 grand divisions and discuss major industries within each one.(Suggestion may be to create an edible map) | <http://www.tnhistoryforkids.org/geography/b_4>Studies Weekly: Week 24- Tennessee Voices(online test)Videos-[Explore Tennessee Part 1](https://www.youtube.com/watch?v=718EGteIAbA)[Explore Tennessee Part 2](https://www.youtube.com/watch?v=QNAxRgI1Axg)Directions for an edible map:<http://www.canteach.ca/elementary/wenviron1.html>  |
| Week 11 (A Turkey for Thanksgiving - RS Story Integration) |
| 2.12 Describe the purpose of a budget and create a simplebudget using money to buy goods and services. | BudgetGoodsServices | -Why do we need abudget? | -Students will create a simple budget for a Thanksgiving Dinner. | Old MagazinesGrocery Store AdvertisementsBrainPOP Jr: Saving and SpendingStudies Weekly: Week 28- Money and Markets(online test)Harcourt Horizons (2003)- Unit 6. Lesson 1Using a Budget to Help Save Money (TNCore Unit)Video- [Smart Budgeting](https://www.youtube.com/watch?v=58EuubFG9-c) |
| Week 12 (Pearl and Wagner: Two Good Friends - RS Story Integration) |
| 2.8 Ask and answer questions including who, what, where,when, why, and how to demonstrate understanding ofkey details in texts about major United States products and industries. | ProductsIndustry | -What are the majorproducts and industries of the United States? -How is a crayon made? | -Students will brainstorm howcrayons are made and then,after researching, create abrochure with informationabout how crayons are made. | Suggested Resources: Game of the StatesReadworks.org - “Honeybee Man”Choose from the videos of industry at this link:<http://www.neok12.com/Industry.htm> How is a crayon made?:<http://www.econedlink.org/teacher-lesson/711/>Harcourt Horizons (2003)- Unit 6. Lesson 3 and pgs.306-307Discovery Education: How Crayons Are MadeVideo-[Crayons](https://www.youtube.com/watch?v=4ZuwxYdJ7rk) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 13 (Dear Juno - RS Story Integration) |
| 2.3 Compare and contrast variouscultures in the United States by engaging in collaborativeconversations with partners. | CulturesFestivalMulticultural | -How are the cultures of the United Statesdifferent? | -Students will compare SouthKorea with the United Statesby creating a T-Chart graphicorganizer. | <http://www.timeforkids.com/destination/south-korea>Studies Weekly: Week 19- American Cultures(online test)Studies Weekly Leveled Reader: 2-3\_17Video- [Korea Traditional Culture](https://www.youtube.com/watch?v=us4FrpB1WqA)  |
| Week 14 (Anansi Goes Fishing - RS Story Integration) |
| 2.23 Compare the branches of TN’s govt to the national govt.2.24 With guidance and support, read how govt systems were laid out in the Constitution of the US and the TN Constitution to form 3 balanced branches with checks and balances.2.25 Create a graphic organizer to explain the 3 branches of government and the basic role of each. | BranchesGovernment | -What are the 3 branches of the government andwhat do they do?  | -Students will create a graphicorganizer to explain the 3branches of the governmentand the basic roles of each. | <https://kids.usa.gov/three-branches-of-government/index.shtml><http://bensguide.gpo.gov/> BrainPOP Jr: Branches of the GovernmentHarcourt Horizons (2003)- Unit 2. Lesson 5Discovery Education: Three Branches of GovernmentVideos- [Three Branches Rap](https://www.youtube.com/watch?v=ZCB8EOY5d48)[Schoolhouse Rock Three Ring Circus](https://www.youtube.com/watch?v=tEPd98CbbMk) |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 15 (Rosa and Blanca - RS Story Integration) |
| 2.9 Create a graphic organizer or concept map that describes how supply and demand influences production.2.10 Participate in a shared research and writing projectexploring how products are imported and exported to meetthe needs of the people in the United States. | ConsumerProducerEconomyScarcity | -What is supply and demand and how does it influence production? | -Students will complete “IsChocolate Scarce?” activityfrom the Chocolate EconomicsUnit.-Students will collaborate on researching how chocolate is imported for the US. | [http://www.carroll.kyschools.us/userfiles/](http://www.carroll.kyschools.us/userfiles/%2034/3rdGrade_ChocolateEconomics.pdf)[34/3rdGrade\_ChocolateEconomics.pdf](http://www.carroll.kyschools.us/userfiles/%2034/3rdGrade_ChocolateEconomics.pdf)Studies Weekly: Week 26- Resources and Choices(online test)Studies Weekly: Week 27- Goods and Services(online test)Discovery Education: Economics in Our Age: Supply and DemandVideo- [Supply and Demand for Kids](https://www.youtube.com/watch?v=7lPMoyzDiNo) |
| Week 16 Review Week ~Thanksgiving Break ~Short Week |
| 2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in TN and the US to determine their central message, lesson, or culture.  | ColonyEnvironmentExplorerFactoryImmigrantPopulationSettlementTribeLegendHardshipPilgrims | -Who are the Wampanoag tribe?-What is a lesson we can learn from the Wampanoag tribe?-Why did the American Indians tell stories/legends? | -Students will summarize the story “Legend of the Blue Bonnet” and determine the main idea or message from the story. | <http://www.scholastic.com/scholastic_thanksgiving/> Legend of the Blue Bonnet:<https://www.youtube.com/watch?v=ht18UOWwP6s>Studies Weekly: Week 10- Pilgrims Come to America(online test)Studies Weekly Leveled Reader: 2-2\_9Harcourt Horizons (2003)- Unit 5. Lesson 3BrainPOP Jr: ThanksgivingDiscovery Education: Thanksgiving Day: America CelebratesVideo- [Plimoth Plantation: Virtual Field Trip](https://www.youtube.com/watch?v=p5qi3Meqy24) |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 17 (A Weed is a Flower- RS Story Integration) |
| 2.33 With guidance and support from adults, use a variety of digital tools to produce and publish a writing piece in collaboration with peers on a famous American to describe how his or her accomplishments were significant. Recommend:George WashingtonCarver | HistorySocietyContributions | -Who is George Washington Carver and what contributions did he make to society? | -Students will complete a drawing to depict George Washington Carver.-Students will complete a graphic organizer for 3-2-1 after reading “A Weed is a Flower”.3 Things I learned2 Opinions I formed1 Question I still have | BrainPOP Jr: George Washington CarverReading Street TextbookStudies Weekly: Week 23- Scientists, Artists, and Inventors (online test)Discovery Education: US That’s Us: George Washington CarverVideo- [Great Innovators: George Washington Carver](https://www.youtube.com/watch?v=d0wS4DCBm6M) |
| Weeks 18-19 Review Week ~Christmas Around the World (Optional) |
| 2.1 Compare the beliefs, customs, ceremonies, andtraditions of the varied cultures represented in the United States by researching informational texts. | TraditionsCultureChristmasCustoms | -What are some of your family traditions during the Christmas Season?-How is ChristmasCelebrated in different cultures? | -Students will compare traditions for celebrating Christmas from around the world and discuss how these traditions are similar to our family traditions in the United States. | BrainPOP Jr: Winter HolidaysDiscovery Education: Holiday Facts and Fun: A Multicultural Christmas<http://www.the-north-pole.com/around/>Harcourt Horizons (2003)- Unit 4. Lesson 3Video- [Christmas Traditions Around the World](https://www.youtube.com/watch?v=KkAMHMGm07Q)[Christmas Around the World](https://www.youtube.com/watch?v=EJP2eVOaDNo) |

|  |
| --- |
| **Third Nine Weeks**  |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 20 (Review Week) |
| 2.32 Participate in shared research using biographies to interpret the significance ofcontributions made by people of the US,recounting or describing key ideas and details from the texts. Teachers may choose any biographies.Suggested:Benjamin BannekerMarian AndersonMaya Angelou | BiographyContributionsEventsJustice | -Who is \_\_\_\_\_ ?-What did \_\_\_\_\_ doto contribute to the United States?-What are some important factsabout \_\_\_\_\_\_? | -Student will work together toresearch and create a poster,brochure, or paragraph aboutthe contributions of a specificfamous African American. | [https://www.readworks.org/passages/](https://www.readworks.org/passages/%20famous-african-americans-maya-angelou)[famous-african-americans-maya-angelou](https://www.readworks.org/passages/%20famous-african-americans-maya-angelou)Studies Weekly: Week 6- Tennessee’s Place in History(online test)Discovery Education: Martin’s Big WordsVideos- [The ABC’s of Black History](https://www.youtube.com/watch?v=i9rQ544fDqI)[Benjamin Banneker](https://www.youtube.com/watch?v=zq-TPVrOF1E)[Marian Anderson](https://www.youtube.com/watch?v=eC4ds6vTK6I)[Maya Angelou](https://www.youtube.com/watch?v=PDamqgSacTQ) |
| Week 21 (The Quilt Story- RS Story Integration) |
| 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe in grade level texts that explore the early cultures of TN.2.34 Describe periods of time in terms of days, weeks, months, years, decades, centuries and ages and discriminate between ancient times and modern times,recognizing time is organized into distinct periods. | ImmigrantsColonyExplorerSettlement | -How can time be organized? -How did the author of the quilt story show the passage of time? -What is the main purpose of this story? | -Students will create a foldablegraphic organizer showing thechanges of the quilt over time.-Students will compare a pioneer’s life to modern day life. | Reading Street Textbook<http://www.libertyskids.com/nowthen/index.html>Studies Weekly: Week 11- Changes in Communities(online test)Studies Weekly Leveled Reader: 2-2\_10Discovery Education: Reading Rainbow: Show Way<http://www.readworks.org>: Heading West: Learn about a Pioneer’s LifeVideo- [Journey Through the Gap](https://www.youtube.com/watch?v=fdsanxn6r8Q&list=PL7D30837EFD825E4C) |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 22 (Life Cycle of a Pumpkin- RS Story Integration) |
| 2.7 Compare and contrast authors’ main points in texts examining different types of producers and consumers in thecommunity and larger United States. | ConsumerProducer | -What is a consumer?-What is a producer?-How do consumers and producers depend on one another? | -Students will create a Venn Diagram to compare and contrast the author’s main points in the text regarding producers and consumers. | Discovery Education “Lemonade for Sale”BrainPOP Jr: Goods and ServicesStudies Weekly: Week 25- Families and Trade(online test)Video- [Producers & Consumers](https://www.youtube.com/watch?v=fxfbvQsCeTE) |
| Week 23 (Frogs- RS Story Integration) |
| 2.35 Select major events from texts to place sequentially on a timeline to show thesequence and main ideas of events in history. | TimelineCalendarCommunityFuturePast | -How does a timeline help us sequence events in history? -How can you compare a timeline to a life cycle? | -Students will create a timelineof their life. (You may want to compare a timeline to the life cycle of a frog.) | Reading Street Textbook<http://ancienthistory.mrdonn.org/timelines.html>Studies Weekly: Week 5- History and TimeStudies Weekly Leveled Reader: 2-1\_5Discovery Education: Timeline: Abraham LincolnVideo- [Timelines with Baby Dragon](https://www.youtube.com/watch?v=DW0I6cx4Obs) |
| Week 24 (I Like Where I Am- RS Story Integration) |
| 2.17 Locate major cities, bodies of water, mountain ranges and rivers in the US Cities: Chattanooga, Knoxville, Los Angeles, Memphis, Miami, Nashville, New Orleans, New York City, Seattle, St. Louis, Washington D.C. Bodies of Water: Great Lakes, Gulf of Mexico, Atlantic and Pacific Oceans Rivers: Colorado, Cumberland,Mississippi, Tennessee and Ohio Mountain Ranges: Alaska Range, Appalachian, Rockies. | RuralUrbanRiversMountainsCityCounty | -How can we show where major cities, bodies of water, mountain ranges,and rivers are on a map of the United States? | -Student will create a map keyto use in identifying major cities, bodies of water, mountain ranges, and rivers on an outline map of the United States. | <http://www.eduplace.com/ss/maps/pdf/us_nl.pdf>Harcourt Horizons (2003)- Unit 3. Lesson 1-2Videos- [Tour the States-Official Music Video](https://www.youtube.com/watch?v=_E2CNZIlVIg) |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 25 (Helen Keller- RS Story Integration) |
| 2.39 Summarize the importance of commemorative months including Black History, Women’s History, Hispanic Heritage, and American Indian Heritage. | HistoryConflict | -Why do we celebrate special months like: Black History (FEB), Women’s History (MARCH), Hispanic Heritage (SEPT), and American Indian Heritage(NOV)? | -Students will complete a paragraph using facts about Helen Keller and give an opinion about why it isimportant to recognize heraccomplishments in Women’sHistory. | Reading Street TextbookDiscovery Education: Animated Heroes: Helen KellerBrainPOP Jr: Helen Keller; Susan B. AnthonyHarcourt Horizons (2003)- Unit 2. Lesson 7Videos:[Animated Hero Classics- Helen Keller](https://www.youtube.com/watch?v=OQTzMa3jSpk) |
| Week 26 (Fire Fighter- RS Story Integration) |
| 2.36 Explain the connection between a series of events inUS history. Teachers may choose any events. Some suggestions areas follows: the Civil Rights Movement. | DecisionCivil Rights | -What was the civil rights movement? -What were some important events in the civil rights movement? | -Students will review and discuss influential members of the civil rights movement such as: Martin Luther King, Jr., Ruby Bridges, Harriet Tubman, Rosa Parks.. | www.ducksters.com/history/civil\_rights/BrainPOP Jr: Harriet Tubman; Rosa Parks<http://www.readworks.org>: A Great LeaderVideos:[Civil Rights-Ruby Bridges](https://www.youtube.com/watch?v=ecBORXfap9A)[Martin Luther King Jr. read by LeVar Burton](https://www.youtube.com/watch?v=hC-RyrakaQM)[Harriet Tubman-Mini Bio](https://www.youtube.com/watch?v=XmsNGrkbHm4&index=2&list=PLu80XyF_gQyuSRV42MZSQf5X77o-qENM1)[The Story of Rosa Parks](https://www.youtube.com/watch?v=S1fGdGjitNY) |
| Week 27 (One Dark Night- RS Story Integration) |
| 2.37 Narrate a perspective of a historical event in the US using details to describe actions, thoughts, & feelings, using temporal words to signal event order and provide a sense of closure.2.38 Construct a timeline to depict the evolution of atechnology over time. Some suggestions are: autos, planes, TV, refrigeration, computerstelecommunication. | TechnologyComputerHistoryInternetLibrary | -How can a timeline help us show the evolution of technology? | -Students will choose a technology to research and develop a timeline to show its evolution. | <http://www.timetoast.com/timelines/history-of-the-computer-for-kids><http://transition.fcc.gov/cgb/kidszone/history.html>Studies Weekly: Week 7- Technology(online test)Studies Weekly Leveled Reader: 2-1\_6Harcourt Horizons (2003)- Unit 1. Lesson 5Discovery Education: Long Ago, Yesterday, and TodayVideo-[The Evolution of Technology](https://www.youtube.com/watch?v=X7vwfD-vctY) |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 28 (Bad Dog Dodger- RS Story Integration) |
| 2.26 Summarize how the United States makes laws, determines whether laws have been violated, and the consequences for breaking different types of laws. | DecisionLawsBillAnnualPatriot | -How does a lawbecome a law? | -Students will create a graphicorganizer to show how a law iscreated. | Studies Weekly: Week 16- Presidents and Patriots(online test)Studies Weekly Leveled Reader: 2-3\_16Discovery Education: Community Rules and Laws<http://www.readworks.org>: What is a Law?Videos-[School House Rock “How a Bill Become a Law”](https://www.youtube.com/watch?v=L3KHBczTYxA)[How Laws Are Made](https://www.youtube.com/watch?v=1mbQZLHLQzc) |
| Week 29 (Horace and Morris But Mostly Delores ~ RS Story Integration) |
| 2.27 Explain the development and consequences of rules in the United States, including traffic laws, laws on drugs and alcohol, laws against harm, and basic tax laws.2.28 Explain how individuals living in societies went fromdeveloping rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations.2.29 Identify the rights and responsibilities of citizens of the US. | DutyRightsResponsibilitiesLawRules | -How do rules and laws help us in everyday life?-How do rules for small groups of people differ from rules needed forlarge groups of people?-What are some rights and responsibilities ofcitizens of the United States? | -Students will create a Venn diagram to show the differences between rules needed for small groups and rules needed large groups. | Reading Street TextbookBrainPOP Jr: Rights and ResponsibilitiesStudies Weekly: Week 22- Rights and Responsibilities(online test)Studies Weekly Leveled Reader: 2-3\_15Harcourt Horizons (2003)- Unit 2. Lesson 3Discovery Education: Hand in Hand: It’s the LawVideos-[Rights and Responsibilities of Children](https://www.youtube.com/watch?v=VLwXtvLPWzA)[The Citizen](https://www.youtube.com/watch?v=UBr3pFIeh5U)[Why People Have Laws](https://www.youtube.com/watch?v=rOLJeOHF8G0) |
| **Fourth Nine Weeks** |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 30 (The Signmaker’s Assistant ~ RS Story Integration) |
| 2.11 Write an opinion piece (supplying reasons that supportthe opinion, using linking words to connect opinion and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service. | AdvertisementGoodsServicesCommercial | -How does anadvertisement help sell a good or service? | -Students will write an opinionparagraph about anadvertisement to evaluate itsability to sell a good or aservice. | Reading Street TextbookAdvertisements from kid magazines or online websites.Good Lemonade by Frank Asch<http://pbskids.org/dontbuyit/>Discovery Education: Learning to Understand the Language of Commercials and AdvertisementsDiscovery Education: Reading Rainbow: The Sign Painter’s DreamVideo:[Food Ad Tricks: Helping Kids understand food ads on TV](https://www.youtube.com/watch?v=fUjz_eiIX8k) |
| Week 31 (Just Like Josh Gibson ~ RS Story Integration) |
| 2.30 Examine the amendments written to protect all citizens’right to vote. | PrivilegeAmendmentDependOrganizeRespectResponsible | -What is anamendment? -How can it protect your right to vote? | -Students will discuss thedifference between theconstitutional rights duringGrandma’s baseball career andJosh’s baseball career times. | Reading Street TextbookBrainPOP Jr: Rights and ResponsibilitiesStudies Weekly: Week 4- Good Citizens(online test)Studies Weekly Leveled Reader: 2-1\_4Discovery Education: Us That’s Us: Susan B. AnthonyVideo-[Ameriquest Kids (Your Right to Vote)](https://www.youtube.com/watch?v=9kADLPNZGy4)[Bill of Rights For Kids](https://www.youtube.com/watch?v=ZGf88GATHtI) |
| Week 32 (Red, White, and Blue: The Story of the American Flag ~ RS Story Integration) |
| 2.21 Recite and analyze the lyrics of “The Star Spangled Banner” to determine the meaning of the song and its origins in the War of1812. | AnthemSpangledRampartsTwilight | -What are the lyrics of “The Star Spangled Banner”? -How do they relate to the war of 1812? | -Students will learn the lyrics to“The Star Spangled Banner” tosing during class.-Students will discuss the meaning of the words and why it is important.  | Harcourt Horizons (2003)- Unit 2. Lesson 6Discovery Education: FlagDiscovery Education: Old GloryVideos-[Kids Sing for America: “The Ultimate National Anthem](https://www.youtube.com/watch?v=gFBVJDrJvSo)[Nsync-Winter Olympics- National Anthem](https://www.youtube.com/watch?v=zYGb4ryT3DM)[The Accurate Story Behind The Star Spangled Banner](https://www.youtube.com/watch?v=6hZe8CPGA1E)[Star Spangled Banner with Lyrics](https://www.youtube.com/watch?v=NfqSN0c2pVE)[Whitney Houston sings the Star Spangled Banner](https://www.youtube.com/watch?v=N_lCmBvYMRs) |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 33 (A Birthday Basket for Tia ~ RS Story Integration) |
| 2.4 Write an expository paragraph about another culturerepresented in the US, introducing the topic, using facts and definitions to develop points, and providing a concluding statement. | TiaPiñataCulture | -How is Tia’s culturerepresented in thestory? | -Student will write anexpository paragraph aboutTia’s culture as it is representedin the story.-Students will use an introductory sentence, 3 facts,and a concluding statement inthe paragraph. | Reading Street Textbook<http://www.timeforkids.com/destination/mexico>BrainPOP Jr: MexicoDiscovery Education: Reading Rainbow: Borreguita and the CoyoteVideo-[Mexico’s Living Culture](https://www.youtube.com/watch?v=zQq3ySu3e10) |
| Week 34 (Cowboys ~ RS Story Integration) |
| 2.31 Compare the ways one becomes a citizen (by birth or naturalization). | QualificationsCeremonyCitizenGovernmentOathProcess | -How does a person become a citizen? | -Students will create a foldable showing ways that a person becomes a citizen. | Born to Rope by Anthony Reynoso<http://www.congressforkids.net/citizenship_intro.htm>Studies Weekly: Week 21-Government and Citizenship(online test)Studies Weekly Leveled Reader: 2-3\_18Discovery Education: Reading Rainbow: Meanwhile Back at the Ranch Video-[How to Become a US Citizen](https://www.youtube.com/watch?v=4rDcfEjaBUU) (only show bits and pieces) |
| Week 35 (Jingle Dancer ~ RS Story Integration) |
| 2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture. | HistoryLegendCulturalHistoryNorth American Indian NationsTotem | -How can you summarize the story to share its message, lesson, or culture? | -Students will compose asummary paragraph of thestory to share it’s centralmessage or lesson. | Reading Street Textbook[The Legend of the Indian Paintbrush](https://www.youtube.com/watch?v=gyaifWkUWr0) by Tomie DePaolaor another legend of your choice.Studies Weekly: Week 9- North American Nations(online test)Studies Weekly Leveled Reader: 2-2\_8Discovery Education: Reading Rainbow: Legend of the Indian Paintbrush |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| Week 36 No Reading Street Story |
| 2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details. | PrimarySecondarySymbolsCitizenCommunityCountryPledgeAllegiance | -How can I tell thedifference between a primary and secondary source? | -Students will analyze primary and secondary sources for symbols of the United States. | [Primary and Secondary Sources](http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-%C2%B0%C2%A9%E2%80%90Resources/~/media/28B922F0D31D4953A1B6E9F990789A8D.ashx)Studies Weekly: Week 1- Welcome to Second Grade(online test)Studies Weekly Leveled Reader 2-1\_1Harcourt Horizons (2003)- Unit 3 page 136ABrainPOP Jr: US SymbolsDiscovery Education: US SymbolsVideo-[Symbols of the United States](https://www.youtube.com/watch?v=x3auxqCEUyU) |
| Weeks 37-38 No Reading Street Story |
| 2.22 Identify the location and summarize the significance of well-known sites and landmarks in the US including Mt. Rushmore, The White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Natchez Trace, and Grand Canyon. | Landmarks | -Where is \_\_\_located?-What is an important fact about \_\_\_\_\_ ? | -Students will create a booklet of several US landmarks. Each landmark will have an illustration and identifying information. | [http://www.kidport.com/reflib/socialstudies/landmarks/](http://www.kidport.com/reflib/socialstudies/landmarks/%20Landmarks.htm)[Landmarks.htm](http://www.kidport.com/reflib/socialstudies/landmarks/%20Landmarks.htm)Studies Weekly: Week 17- Celebrate America(online test)Harcourt Horizons (2003)- Unit 2. Lesson 6Video-[American Landmarks](https://www.youtube.com/watch?v=-D7LaLVOhlk) |