|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | Authority  Rules  Consequence  Courage  Responsibility | -What is the purpose  of rules?  -What would happen  without rules and  authority in the  school/community? | -Students will sort rules for  home/community/school.  -Students will write and illustrate classroom  rules/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 Shannon  Never Spit on Your Shoes by Denys Cazet  Recess Queen by Alexis O’Neil  Studies Weekly: Week 3- Rules and Responsibilities  Studies Weekly Leveled Reader- 2-1\_3  Harcourt Horizons (2003)- Unit 1. Lesson 1  Discovery Education: The Importance of Rules  Video: [School Rules](https://www.youtube.com/watch?v=RyLzsQKFpB0) |
| Week 2 (Iris & Walter - RS Story Integration) | | | | |
| 2.13 Compare how maps and globes depict geographical  information in different ways. | Maps  Globes  Continent  Ocean  Sphere | -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 Maps  Discovery Education: Maps and Globes  Studies Weekly: Week 13- Maps and Globes  Studies Weekly Leveled Reader- 2-2\_12  Harcourt Horizons (2003)- Unit 3. Lesson 3  <http://www.readworks.org>: The Difference Between Maps and Globes  Video- [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 of  contributions made by people of the US, recounting or  describing key ideas  and details from the texts. Teachers may choose any biographies. Some suggestions are: Neil Armstrong, Sally Ride | Discover  Expedition  Explore  Guide  Journey  Astronaut | -What contributions did  famous 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 of  both Neil Armstrong and Sally Ride.  [http://www.ducksters.com/biography/](http://www.ducksters.com/biography/ explorers/neil_armstrong.php)  [explorers/neil\_armstrong.php](http://www.ducksters.com/biography/ explorers/neil_armstrong.php)  [http://www.ducksters.com/biography/](http://www.ducksters.com/biography/ women_leaders/sally_ride.php)  [women\_leaders/sally\_ride.php](http://www.ducksters.com/biography/ women_leaders/sally_ride.php)  Studies Weekly: Week 8- Explorers (online test)  Studies Weekly Leveled Reader 2-2\_7 Video [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 Key  Itinerary  Legend  Navigate  Symbol  Cardinal  Directions | -What is a legend and how do we use it to determine locations on a map? | -Students will create a map of  their bedrooms.  -Students will add a legend and cardinal directions. | Maps and Globes by Jack Knowlton  Studies Weekly: Week 14- Using Maps  Studies Weekly Leveled Reader: 2-2\_13  Harcourt Horizons (2003)- Unit 3. Lesson 3  BrainPOP Jr: Reading Maps  Discovery Education: Adding Street Names and Cardinal Directions  Video- [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. | Landform  Island  Lake  Mountain  Ocean  Peninsula  Plains  Plateaus  Rivers  Valleys | -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: Landforms  Harcourt Horizons (2003)- Unit 3. Lesson 1-2  BrainPOP Jr: Landforms  <http://www.readworks.org>: Our World  Video- [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. | Climate  Landforms  Temperature  Hemisphere  Continents  Oceans  Equator  Prime  Meridian | -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 Oceans  Studies Weekly: Week 15- Earth (online test)  Studies Weekly Leveled Reader: 2-3\_14  Harcourt Horizons (2003)- T23-25  Discovery Education: Maps and Globes  Oceans 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. | Distance  Map  Travel  Boundary  Continent | -Where are the  boundaries 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\_2  Harcourt 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, sharing  principles, goals, and  traditions despite varied ancestry. | Traditions  Folktales  Legends | -What are some of your family’s traditions? | -Students will work in groups to  create 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 Pacific  Northwest) in terms of climate, physical features, and  population. | Climate  Regions  Landmarks  Population | -How do climate, physical features, and populations vary in the different regions of the  United States? | -Students will trace Tulip’s trip  across America on a blank USA  map.  -Students will discuss the  landforms of each regionTulip crosses. | Our Fifty States by Mark Bockenhaver  Tulip 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 three  Grand Divisions of  Tennessee and make connections to the major industries that are found in each. | Natural Resources  Industry  Volunteer | -What are the 3 grand  divisions of  Tennessee?  -What natural resources and industries can be  found 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 simple  budget using money to buy goods and services. | Budget  Goods  Services | -Why do we need a  budget? | -Students will create a simple budget for a Thanksgiving Dinner. | Old Magazines  Grocery Store Advertisements  BrainPOP Jr: Saving and Spending  Studies Weekly: Week 28- Money and Markets  (online test)  Harcourt Horizons (2003)- Unit 6. Lesson 1  Using 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 of  key details in texts about major United States products and industries. | Products  Industry | -What are the major  products and industries of the United States?  -How is a crayon made? | -Students will brainstorm how  crayons are made and then,  after researching, create a  brochure with information  about how crayons are made. | Suggested Resources: Game of the States  Readworks.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.306-307  Discovery Education: How Crayons Are Made  Video-[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 various  cultures in the United States by engaging in collaborative  conversations with partners. | Cultures  Festival  Multicultural | -How are the cultures of the United States  different? | -Students will compare South  Korea with the United States  by creating a T-Chart graphic  organizer. | <http://www.timeforkids.com/destination/south-korea>  Studies Weekly: Week 19- American Cultures  (online test)  Studies Weekly Leveled Reader: 2-3\_17  Video- [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. | Branches  Government | -What are the 3 branches of the government and  what do they do? | -Students will create a graphic  organizer to explain the 3  branches of the government  and the basic roles of each. | <https://kids.usa.gov/three-branches-of-government/index.shtml>  <http://bensguide.gpo.gov/>  BrainPOP Jr: Branches of the Government  Harcourt Horizons (2003)- Unit 2. Lesson 5  Discovery Education: Three Branches of Government  Videos- [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 project  exploring how products are imported and exported to meet  the needs of the people in the United States. | Consumer  Producer  Economy  Scarcity | -What is supply and demand and how does it influence production? | -Students will complete “Is  Chocolate Scarce?” activity  from the Chocolate Economics  Unit.  -Students will collaborate on researching how chocolate is imported for the US. | [http://www.carroll.kyschools.us/userfiles/](http://www.carroll.kyschools.us/userfiles/ 34/3rdGrade_ChocolateEconomics.pdf)  [34/3rdGrade\_ChocolateEconomics.pdf](http://www.carroll.kyschools.us/userfiles/ 34/3rdGrade_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 Demand  Video- [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. | Colony  Environment  Explorer  Factory  Immigrant  Population  Settlement  Tribe  Legend  Hardship  Pilgrims | -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\_9  Harcourt Horizons (2003)- Unit 5. Lesson 3  BrainPOP Jr: Thanksgiving  Discovery Education: Thanksgiving Day: America Celebrates  Video- [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 Washington  Carver | History  Society  Contributions | -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 learned  2 Opinions I formed  1 Question I still have | BrainPOP Jr: George Washington Carver  Reading Street Textbook  Studies Weekly: Week 23- Scientists, Artists, and Inventors (online test)  Discovery Education: US That’s Us: George Washington Carver  Video- [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, and  traditions of the varied cultures represented in the United States by researching informational texts. | Traditions  Culture  Christmas  Customs | -What are some of your family traditions during the Christmas Season?  -How is Christmas  Celebrated 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 Holidays  Discovery Education: Holiday Facts and Fun: A Multicultural Christmas  <http://www.the-north-pole.com/around/>  Harcourt Horizons (2003)- Unit 4. Lesson 3  Video- [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 of  contributions made by people of the US,  recounting or describing key ideas and details from the texts. Teachers may choose any biographies.  Suggested:  Benjamin Banneker  Marian Anderson  Maya Angelou | Biography  Contributions  Events  Justice | -Who is \_\_\_\_\_ ?  -What did \_\_\_\_\_ do  to contribute to the United States?  -What are some important facts  about \_\_\_\_\_\_? | -Student will work together to  research and create a poster,  brochure, or paragraph about  the contributions of a specific  famous African American. | [https://www.readworks.org/passages/](https://www.readworks.org/passages/ famous-african-americans-maya-angelou)  [famous-african-americans-maya-angelou](https://www.readworks.org/passages/ famous-african-americans-maya-angelou)  Studies Weekly: Week 6- Tennessee’s Place in History  (online test)  Discovery Education: Martin’s Big Words  Videos- [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. | Immigrants  Colony  Explorer  Settlement | -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 foldable  graphic organizer showing the  changes 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\_10  Discovery Education: Reading Rainbow: Show Way  <http://www.readworks.org>: Heading West: Learn about a Pioneer’s Life  Video- [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 the  community and larger United States. | Consumer  Producer | -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 Services  Studies 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 the  sequence and main ideas of events in history. | Timeline  Calendar  Community  Future  Past | -How does a timeline help us sequence events in history?  -How can you compare a timeline to a life cycle? | -Students will create a timeline  of 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 Time  Studies Weekly Leveled Reader: 2-1\_5  Discovery Education: Timeline: Abraham Lincoln  Video- [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. | Rural  Urban  Rivers  Mountains  City  County | -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 key  to 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 1-2  Videos- [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. | History  Conflict | -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 is  important to recognize her  accomplishments in Women’s  History. | Reading Street Textbook  Discovery Education: Animated Heroes: Helen Keller  BrainPOP Jr: Helen Keller; Susan B. Anthony  Harcourt Horizons (2003)- Unit 2. Lesson 7  Videos:  [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 in  US history. Teachers may choose any events. Some suggestions are  as follows: the Civil Rights Movement. | Decision  Civil 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 Leader  Videos:  [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 a  technology over time. Some suggestions are: autos, planes, TV, refrigeration, computers  telecommunication. | Technology  Computer  History  Internet  Library | -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\_6  Harcourt Horizons (2003)- Unit 1. Lesson 5  Discovery Education: Long Ago, Yesterday, and Today  Video-  [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. | Decision  Laws  Bill  Annual  Patriot | -How does a law  become a law? | -Students will create a graphic  organizer to show how a law is  created. | Studies Weekly: Week 16- Presidents and Patriots  (online test)  Studies Weekly Leveled Reader: 2-3\_16  Discovery 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 from  developing 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. | Duty  Rights  Responsibilities  Law  Rules | -How do rules and laws help us in everyday life?  -How do rules for small groups of people differ from rules needed for  large groups of people?  -What are some rights and responsibilities of  citizens 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 Textbook  BrainPOP Jr: Rights and Responsibilities  Studies Weekly: Week 22- Rights and Responsibilities  (online test)  Studies Weekly Leveled Reader: 2-3\_15  Harcourt Horizons (2003)- Unit 2. Lesson 3  Discovery Education: Hand in Hand: It’s the Law  Videos-  [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 support  the opinion, using linking words to connect opinion and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service. | Advertisement  Goods  Services  Commercial | -How does an  advertisement help sell a good or service? | -Students will write an opinion  paragraph about an  advertisement to evaluate its  ability to sell a good or a  service. | Reading Street Textbook  Advertisements 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 Advertisements  Discovery Education: Reading Rainbow: The Sign Painter’s Dream  Video:  [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. | Privilege  Amendment  Depend  Organize  Respect  Responsible | -What is an  amendment?  -How can it protect your right to vote? | -Students will discuss the  difference between the  constitutional rights during  Grandma’s baseball career and  Josh’s baseball career times. | Reading Street Textbook  BrainPOP Jr: Rights and Responsibilities  Studies Weekly: Week 4- Good Citizens  (online test)  Studies Weekly Leveled Reader: 2-1\_4  Discovery Education: Us That’s Us: Susan B. Anthony  Video-  [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 of  1812. | Anthem  Spangled  Ramparts  Twilight | -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” to  sing during class.  -Students will discuss the meaning of the words and why it is important. | Harcourt Horizons (2003)- Unit 2. Lesson 6  Discovery Education: Flag  Discovery Education: Old Glory  Videos-  [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 culture  represented in the US, introducing the topic, using facts and definitions to develop points, and providing a concluding statement. | Tia  Piñata  Culture | -How is Tia’s culture  represented in the  story? | -Student will write an  expository paragraph about  Tia’s culture as it is represented  in the story.  -Students will use an introductory sentence, 3 facts,  and a concluding statement in  the paragraph. | Reading Street Textbook  <http://www.timeforkids.com/destination/mexico>  BrainPOP Jr: Mexico  Discovery Education: Reading Rainbow: Borreguita and the Coyote  Video-  [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). | Qualifications  Ceremony  Citizen  Government  Oath  Process | -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\_18  Discovery 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. | History  Legend  Cultural  History  North American Indian Nations  Totem | -How can you summarize the story to share its message, lesson, or culture? | -Students will compose a  summary paragraph of the  story to share it’s central  message or lesson. | Reading Street Textbook  [The Legend of the Indian Paintbrush](https://www.youtube.com/watch?v=gyaifWkUWr0) by Tomie DePaola  or another legend of your choice.  Studies Weekly: Week 9- North American Nations  (online test)  Studies Weekly Leveled Reader: 2-2\_8  Discovery 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. | Primary  Secondary  Symbols  Citizen  Community  Country  Pledge  Allegiance | -How can I tell the  difference 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\_1  Harcourt Horizons (2003)- Unit 3 page 136A  BrainPOP Jr: US Symbols  Discovery Education: US Symbols  Video-  [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/ Landmarks.htm)  [Landmarks.htm](http://www.kidport.com/reflib/socialstudies/landmarks/ Landmarks.htm)  Studies Weekly: Week 17- Celebrate America  (online test)  Harcourt Horizons (2003)- Unit 2. Lesson 6  Video-  [American Landmarks](https://www.youtube.com/watch?v=-D7LaLVOhlk) |