

### Course Description:

This course uses the study of civics, geography, economics, and history to examine how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

### Course Objectives:

- Follow the rules and laws while showing respect, responsibility, equality, and fairness in our community.
- Compare places past and present and place important life events in chronological order on a timeline.
- Tell how cooperation and compromise can be good ways to solve problems in communities past and present.
- Use, explore, and make maps, graphs, and other geographical representations to help learning.
- Point out different jobs and talk about the skills and education needed for those jobs, and how money is used to trade for things we need and services we use.
- Talk about the problems people had before and now, and what they did to fix them by asking interesting and helpful questions.
- Find a problem in the community and show how people work together to fix it by comparing their thoughts and ideas.
- Share ideas and information about social studies by writing, talking, or making tables, line graphs, bar graphs, and maps using the right words we learn in social studies.
- Use fair and kind ideas or rules to help explain your opinion on a topic.
- Use fictional stories, biographies, and non-fiction/informational texts to point out historical people in your community, state, and country and talk about why they are important in history.
- Ask and answer questions about explanations given.
- Compare different cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and nonfiction.
- Point out how things that happened in the past affect students' lives and communities.

### Required Materials:

Required:

- calendar
- crayons/markers/colored pencils
- family photographs or artifacts
- glue, glue stick, or tape
- paper
- pencils
- posterboard (1-2 pieces)
- printables (see Course Syllabus for link)
- printer and printer paper (for printables)
- ruler

Optional:

- family photographs or artifacts

- school planner
- sources (grade level biography texts)

## Course Overview:

### Unit 1: Good Citizenship

- *Lesson 1: Be a Good Citizen*
  - Activity 1: Direct Instruction: Be a Respectful and Responsible Citizen
  - Activity 2: Direct Instruction: Be Fair and Treat People Equally
  - Activity 3: Guided Practice: Explain How to Be a Respectful and Responsible Member of Your Community
  - Activity 4: Guided Practice: Explain How to Treat People with Fairness and Equality in Your Community
  - Activity 5: Independent Practice: Being a Community Member
- *Lesson 2: Rules and Laws*
  - Activity 1: Direct Instruction: How Rules and Laws Help Us
  - Activity 2: Direct Instruction: How Rules and Laws Provide Benefits to Our Community
  - Activity 3: Guided Practice: Identify the Purpose of Rules and Laws
  - Activity 4: Guided Practice: How Rules and Laws Benefit Our Community
  - Activity 5: Independent Practice: Purpose of Rules and Laws
- *Lesson 3: Rules in Discussions*
  - Activity 1: Direct Instruction: Rules for Discussions
  - Activity 2: Direct Instruction: Rules for Working Together
  - Activity 3: Direct Instruction: Rules for Making Decisions
  - Activity 4: Guided Practice: Show How to Work Together to Make Group Decisions
- *Lesson 4: Comparing Ideas about Rules*
  - Activity 1: Direct Instruction: People Have Different Thoughts and Opinions about Rules
  - Activity 2: Direct Instruction: A Student's Thoughts and Opinions about Rules
  - Activity 3: Direct Instruction: Compare Your Thoughts and Opinions to the Example Perspective
  - Activity 4: Guided Practice: Compare My Thoughts and Opinions with Others
- *Lesson 5: Be a Community Member*
  - Activity 1: Direct Instruction: Who Are Community Members?

- Activity 2: Direct Instruction: Responsibilities of Community Members
- Activity 3: Direct Instruction: Equality and Fairness in a Community
- Activity 4: Guided Practice: Show How to Be Respectful and Responsible Members of the Community
- Activity 5: Unit Review: Good Citizenship
- Activity 6: Unit Exam: Good Citizenship

## Unit 2: All About Me

- *Lesson 6: Important Events*
  - Activity 1: Direct Instruction: Name Important Life Events
  - Activity 2: Direct Instruction: Discuss Why Events Can Be Important
  - Activity 3: Direct Instruction: Discuss How Events Affect You
  - Activity 4: Guided Practice: Discuss Potential Timeline Events
- *Lesson 7: Events in Order*
  - Activity 1: Warm-Up: Naming Important Events
  - Activity 2: Direct Instruction: Time Order: Past, Present, Future
  - Activity 3: Direct Instruction: Putting Events in Time Order
  - Activity 4: Guided Practice: Chronological Order
- *Lesson 8: Sources that Show Events*
  - Activity 1: Warm-Up: Chronological Order
  - Activity 2: Direct Instruction: Defining Primary Sources: Items that Tell about Events
  - Activity 3: Direct Instruction: Name Types of Primary Sources
  - Activity 4: Guided Practice: Name Primary Sources for Important Events in Your Life
  - Activity 5: Independent Practice: Primary Sources
- *Lesson 9: Important Events in My Community*
  - Activity 1: Warm-Up: Practice Naming Primary Sources
  - Activity 2: Direct Instruction: Important Past Events at School and the Community
  - Activity 3: Direct Instruction: Discuss How Important Past Events Affect the Community
  - Activity 4: Guided Practice: Putting Past Events in Order
- *Lesson 10: My Timeline*
  - Activity 1: Warm-Up: Place Events on a Timeline
  - Activity 2: Direct Instruction: Choose Events for Your Timeline

- Activity 3: Direct Instruction: Choose Community Events to Place on Your Timeline
- Activity 4: Guided Practice: Place Events in Time Order to Create a Timeline
- Activity 5: Unit Review: All About Me
- Activity 6: Unit Exam: All About Me

### Unit 3: My Community

- *Lesson 11: What Is a Community?*
  - Activity 1: Direct Instruction: Define Community
  - Activity 2: Direct Instruction: Identify Community Groups
  - Activity 3: Direct Instruction: Community Groups Work Together to Accomplish Tasks
  - Activity 4: Guided Practice: Describe How Community Groups Accomplish Tasks and Fulfill Responsibilities
- *Lesson 12: Working Together in My Community*
  - Activity 1: Warm-Up: Ways Community Groups Work Together
  - Activity 2: Direct Instruction: Cooperation
  - Activity 3: Direct Instruction: Compromise
  - Activity 4: Guided Practice: Making a Compromise
- *Lesson 13: Places in My Community*
  - Activity 1: Direct Instruction: What Is a Map?
  - Activity 2: Direct Instruction: Features on a Map
  - Activity 3: Direct Instruction: Reading a Map
  - Activity 4: Guided Practice: Draw a Map
  - Activity 5: Independent Practice: Use a Map
- *Lesson 14: Jobs in My Community*
  - Activity 1: Direct Instruction: What Jobs Do People Have in Your Community?
  - Activity 2: Direct Instruction: What Skills Do People Need for Different Jobs?
  - Activity 3: Direct Instruction: What Education Do People Need for Different Jobs?
  - Activity 4: Guided Practice: Skills and Education Needed for Jobs in the Community
- *Lesson 15: Stories about Communities*
  - Activity 1: Direct Instruction: Stories Tell Us about Communities, States, and Nations
  - Activity 2: Direct Instruction: Nonfiction about Historical Figures
  - Activity 3: Direct Instruction: Fiction about Historical Figures

- Activity 4: Guided Practice: Write a Story about a Historical Figure in Your Community, State, or Nation
- Activity 5: Unit Review: My Community
- Activity 6: Unit Exam: My Community

#### Unit 4: Issues in My Community

- *Lesson 16: What Are Issues?*
  - Activity 1: Direct Instruction: Define Issues and Sources of News
  - Activity 2: Direct Instruction: Examples of Present Community Issues
  - Activity 3: Direct Instruction: Asking Questions about Issues
  - Activity 4: Guided Practice: Select Current Community Issues
- *Lesson 17: Past and Present Issues*
  - Activity 1: Warm-Up: Issues in the Past
  - Activity 2: Direct Instruction: Examples of Past Issues
  - Activity 3: Direct Instruction: Questions about Past Issues
  - Activity 4: Guided Practice: Asking Questions about Past Issues
- *Lesson 18: Answering Questions about a Present Issue*
  - Activity 1: Warm-Up: Describe a Current Issue and Ask Questions about It
  - Activity 2: Direct Instruction: A Source with Evidence about an Issue
  - Activity 3: Direct Instruction: A Second Source with Evidence about an Issue
  - Activity 4: Guided Practice: Select Evidence to Answer Questions about an Issue
- *Lesson 19: Present a Solution*
  - Activity 1: Direct Instruction: What Is a Solution?
  - Activity 2: Direct Instruction: Present Possible Solutions to Community Issues
  - Activity 3: Direct Instruction: Consider Benefits and Drawbacks of Two Solutions
  - Activity 4: Guided Practice: Create a Solution to an Issue with Two Reasons
- *Lesson 20: Take Action*
  - Activity 1: Direct Instruction: People Take Action in the Community
  - Activity 2: Direct Instruction: Take Individual Action
  - Activity 3: Direct Instruction: Take Group Action
  - Activity 4: Guided Practice: Identify Ways to Take Action
  - Activity 5: Unit Review: Issues in My Community

- Activity 6: Unit Exam: Issues in My Community

#### Unit 5: Cultures in My Community

- *Lesson 21: Different Cultures*
  - Activity 1: Direct Instruction: What Is a Culture?
  - Activity 2: Direct Instruction: What Is Diversity?
  - Activity 3: Direct Instruction: How Are Families Diverse?
  - Activity 4: Guided Practice: Ways Families are Diverse
- *Lesson 22: Explore Native American Culture*
  - Activity 1: Warm-Up: Who Are Native Peoples in America?
  - Activity 2: Direct Instruction: Primary Sources Describing a Tradition of an American Indian Tribe
  - Activity 3: Direct Instruction: A Story about an American Indian Tribe
  - Activity 4: Guided Practice: Describe Two Traditions of American Indian Culture
  - Activity 5: Independent Practice: American Indian Culture
- *Lesson 23: Explore Mexican Culture*
  - Activity 1: Warm-Up: Who Are the Mexican People?
  - Activity 2: Direct Instruction: Primary Sources that Show a Mexican Tradition
  - Activity 3: Direct Instruction: A Story about Mexican Traditions, People, and Myths
  - Activity 4: Guided Practice: Describe Two Mexican Traditions Using One Primary and One Secondary Source
- *Lesson 24: Compare Cultures*
  - Activity 1: Direct Instruction: What Does It Mean to Compare?
  - Activity 2: Direct Instruction: How Are Native Culture and Mexican Culture Alike?
  - Activity 3: Direct Instruction: How Are Native Culture and Mexican Culture Different?
  - Activity 4: Guided Practice: Describe how Mexican and American Indian Traditions are the Same and Different
  - Activity 5: Independent Practice: Make a Venn Diagram of Similarities and Differences
- *Lesson 25: Compare Holidays*
  - Activity 1: Direct Instruction: What Are Holidays?
  - Activity 2: Direct Instruction: People Celebrate Different Holidays
  - Activity 3: Guided Practice: Compare Holidays in Different Cultures

- Activity 4: Guided Practice: Ask and Answer Questions about Holidays Celebrated in Different Cultures
- Activity 5: Independent Practice: Design a Holiday for Your Community, Making a Poster Explaining Why People Celebrate It
- Activity 6: Unit Review: Cultures in My Community
- Activity 7: Unit Exam: Cultures in My Community

#### Unit 6: Past Communities

- *Lesson 26: Families in the Past*
  - Activity 1: Direct Instruction: Past, Present, and Future
  - Activity 2: Direct Instruction: Why Do We Learn about the Past?
  - Activity 3: Direct Instruction: Families in the Past
  - Activity 4: Guided Practice: How Has Family Life Changed over Time?
- *Lesson 27: Schools in the Past*
  - Activity 1: Warm-Up: How Did Schools First Start?
  - Activity 2: Direct Instruction: Early Schools
  - Activity 3: Direct Instruction: Later Schools
  - Activity 4: Guided Practice: How Have Schools Affected You and the Community?
- *Lesson 28: Technology in the Past*
  - Activity 1: Warm-Up: What Is Technology?
  - Activity 2: Direct Instruction: How Does Technology Affect Families' Lives?
  - Activity 3: Direct Instruction: How Has Technology Affected You?
  - Activity 4: Guided Practice: How Have Past Events Affected You?
- *Lesson 29: Past Events Affect Communities*
  - Activity 1: Warm-Up: Past Events in a Community Can Affect People
  - Activity 2: Direct Instruction: Example of a Past Event that Affected the Community
  - Activity 3: Direct Instruction: Explain How a Past Event Affected the Community
  - Activity 4: Guided Practice: Describe How a Past Event Affected Your Community
- *Lesson 30: Past Events Affect Me*
  - Activity 1: Warm-Up: Past Events Can Affect You
  - Activity 2: Direct Instruction: Examples of Past Events
  - Activity 3: Direct Instruction: Past Events and the Community

- Activity 4: Guided Practice: How Past Events Have Affected Me
- Activity 5: Independent Practice: Past Events Affect Me
- Activity 6: Unit Review: Past Communities
- Activity 7: Unit Exam: Past Communities