<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals of the Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of the Principles Expressed in Documents Shaping Republic in the United States</td>
</tr>
</tbody>
</table>

### Concept

- A. Principles of constitutional democracy in the United States

### Learning Targets

1. • E – Identify why laws and rules are made

### Alignments:

- Performance: 4.1
- Knowledge: (SS) 1
- SSGLE: PR.1.A
- NETS: N/A
- DOK: 3

### Instructional Strategies

- Construct a list of important rules in:
  - the classroom
  - society (laws)
- Draw conclusions about why these rules/laws are important to the classroom and society
- Whole class discussion with anchor chart

### Assessments/Evaluations

- Classroom discussion about laws/rules (observation/participation/discussion)
- Teacher observation
- Role-playing of appropriate and inappropriate behaviors (observation)

### Sample Assessment Questions

- Show me the correct way to follow this rule
- Show me what you would do if this happened…
### Instructional Resources/Tools

- PBX matrix
- SMART Board
- Chart paper
- Markers
- YouTube videos about rules

### Literacy Connections

- *Officer Buckle and Gloria* by Peggy Rathman

### Cross Curricular Connections

- SWPBS – all areas
<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals of the Republic</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of the Principles Expresssed in Documents Shaping Republic in the United States</td>
<td></td>
</tr>
<tr>
<td>Concept</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>B. Knowledge of the symbols of our nation</td>
<td></td>
<td>- E – Identify the flag as a symbol of our nation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- E – Recite the Pledge of Allegiance</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.10
- Knowledge: (SS) 1
- SSGLE: PR.1.D
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Teacher read aloud: Read books about the United States flag
- Recite the pledge of allegiance daily – whole group
- The teacher models while students complete activity:
  - Make an edible flag out of:
    - a rectangle graham cracker
    - white icing
    - red pull and peel licorice
    - blue icing in the corner
    - sprinkles on the blue icing
  - Label the parts of the flag
  - Play flag memory/match with pictures of flags around the world – whole group
- Correctly color a picture of the American flag – individual
- Learn the pledge of allegiance in sign language (YouTube)
- Go:
  - on a flag hunt throughout the school
  - to the flagpole outside and recite the pledge
## Assessments/Evaluations

- Teacher observation/conferring with individual students

## Sample Assessment Questions

- Can you tell me what color the USA flag is?
- Can you tell me what the USA flag looks like?

## Instructional Resources/Tools

- Color page of American Flag
- Materials for graham cracker flag
- Picture cards of flags

## Literacy Connections

- *F is for Flag* by Wendy Cheyette Lewison
- *The Flag We Love* by Pam Munoz Ryan
- *The Pledge of Allegiance* from Scholastic

## Cross Curricular Connections

- Communication Arts:
  - Poems about our flag
  - Make a class book with the words of our pledge
- Music: Singing patriotic songs about the flag during poetry time
<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals and Processes of Governance Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Principles and Processes of Governance Systems</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>C. Principles and purposes of government</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Participate in a democratic decision-making processes</td>
</tr>
<tr>
<td></td>
<td>• Explain how to resolve disputes peacefully in the classroom and on the playground</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 3.2, 4.2
Knowledge: (SS) 2
SSGLE: PPGS.2.A
NETS: 4c
DOK: 2

**Instructional Strategies**
- Voting activities (graphing results on SMART Board or whiteboard) – whole class
- The teacher models whole group role-playing
- Small group role-playing activities over:
  - disputes
  - resolutions
- Discuss the causes and effects of the disputes – whole group

**Assessments/Evaluations**
- Teacher observation
- Small group discussions with students involved in the disputes (observation/participation)
- Observation of students’ interactions after small group instruction
- Students will formulate a plan of how they will react in a similar situation (conferring/participation/discussion)

**Sample Assessment Questions**
- Ask…which has more/less? (after voting)
- How will you act differently if a similar situation arises? (dispute)
**Instructional Resources/Tools**

- SMART Board
- Paper for ballots

**Literacy Connections**

- *The Best Me I Can Be* series from Scholastic
- *Duck for President* by Doreen Cronin
- *Vote* by Eileen Christelow
- *My Teacher for President* by Kay Winters

**Cross Curricular Connections**

- Math: Graphing voting results (more/less/equal)
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| D. Processes of governmental systems | 2.  
  • Describe how groups need to make decisions and how those decisions are made in families and classrooms  
  • Explain what it means to make rules and how it is necessary to carry out or enforce rules |

**Alignments:**  
Performance: 1.6, 1.10, 4.1  
Knowledge: (SS) 2  
SSGLE: PPGS.2.C  
NETS: N/A  
DOK: 3

**Instructional Strategies**

• List appropriate and inappropriate rules on sentence strips. Have students tell if the rule is appropriate or inappropriate – whole group  
• Make a list of family rules and compare it to class rules – whole group/anchor chart  
• Discuss who made these rules and why they are necessary – whole group discussion

**Assessments/Evaluations**

• Teacher observation/conferring with individual students

**Sample Assessment Questions**

• What would happen if we didn’t have rules?
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SMART Board</td>
</tr>
<tr>
<td>• Sentence strips</td>
</tr>
<tr>
<td>• Chart paper</td>
</tr>
<tr>
<td>• PBS matrix/rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Community Helpers</em> set by Scholastic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td><strong>Big Idea</strong></td>
</tr>
<tr>
<td><strong>Concept</strong></td>
</tr>
</tbody>
</table>
| **Learning Targets** | 1. Identify examples of scarcity  
2. Identify examples of opportunity cost |

**Alignments:**  
Performance: 1.6  
Knowledge: (SS) 4  
SSGLE: ECP.4.A  
NETS: N/A  
DOK: 1

**Instructional Strategies**  
- Use the terms:  
  - scarcity  
  - opportunity cost  
  in teaching vocabulary – whole group discussion  
- Whole group discussions of:  
  - food scarcity when eating snacks  
  - Christmastime when toys are in high demand (scarcity)  
- Have the class color and cut out a picture using one small box of crayons and one pair of scissors. Whole group discussion of how this scenario illustrates scarcity  
- Read books about:  
  - food scarcity  
  - opportunity cost  
  through interactive read alouds  
- Have the students choose between candy and a small toy and discuss which represents the opportunity cost – turn and talk activity
### Assessments/Evaluations

- Student conference – students will give the teacher an example of scarcity/opportunity cost

### Sample Assessment Questions

- When have you dealt with scarcity/opportunity cost?
- Which item did you choose to give up and why?

### Instructional Resources/Tools

- Small snacks
- Color page
- Small box of crayons
- Scissors
- SMART Board
- Candy
- Small toys

### Literacy Connections

- *A Chair for my Mother* (money scarcity) by Vera Williams
- *Alexander who used to be Rich last Sunday* (money scarcity) by Judith Viorst
- *The Doorbell Rang* (food scarcity) by Pat Hutchins
- *Pancakes* (food scarcity) by Tomie dePaola
- *Erandi’s Braids* (opportunity cost) by Tomie dePaola
- *Miss Nelson has a Field Day* (opportunity cost)

### Cross Curricular Connections

- Communication Arts: Have students write two stories on each side of a piece of paper. They can only display one story on the wall (opportunity cost)
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements of Geographical Study and Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Reading and constructing maps</td>
<td>1. E – Identify maps and globes as geographic tools</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.10
- Knowledge: (SS) 5
- SSGLE: EGSA.5.A
- NETS: N/A
- DOK: 2

**Instructional Strategies**
- Look at maps/globes – whole group
- The teacher models whole group guided reading activity
- Make a map of a:
  - classroom
  - playground
  - bedroom

**Assessments/Evaluations**
- Teacher observation

**Sample Assessment Questions**
- Why do we use maps?
- Can you find a map in our classroom?

**Instructional Resources/Tools**
- Maps
- Globes
Literacy Connections

- Rosie’s Walk by Pat Hutchins
- Me on the Map by Joan Sweeney
- There’s a Map on my Lap by Tish Rabe
- Mapping Penny’s World by Loreen Leedy

Cross Curricular Connections

- Math: Look at coins (presidents and state quarters). Look at maps of where the presidents lived and the states on the quarters
- Communication Arts:
  - Story map of Rosie’s Walk
  - When reading stories with different settings, look at the globe to see where the characters are compared to our location
- Science: When learning about the:
  - earth
  - sun
  - moon
  discuss daytime for each side of the globe
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Cultures meeting the needs of people</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Name common physical, social and emotional needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Alignments:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance: 1.10</td>
</tr>
<tr>
<td>Knowledge: (SS) 6</td>
</tr>
<tr>
<td>SSGLE: RIGIT.6.A</td>
</tr>
<tr>
<td>NETS: N/A</td>
</tr>
<tr>
<td>DOK: 1</td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Read books about feelings – interactive read aloud
- List:
  - physical
  - social
  - emotional
  needs on chart paper – whole group and guided reading groups
- Counselor lessons – whole group

**Assessments/Evaluations**

- Teacher observation/student conference

**Sample Assessment Questions**

- Name a:
  - physical need
  - social need
  - emotional need
## Instructional Resources/Tools

- Chart paper
- SMART Board

## Literacy Connections

- *When Sophie Gets Angry, Really Really Angry* by Molly Bang
- *Stand Tall Molly Lou Melon* by Patty Lovell
- *Chrysanthemum* by Kevin Henkes
- *Enemy Pie* by Derek Munson
- *The Grouchy Ladybug* by Eric Carle

## Cross Curricular Connections

- Science: Compare/contrast needs of:
  - humans
  - plants
  - animals
<table>
<thead>
<tr>
<th>Strand</th>
<th>Tools of Social Science Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents)</td>
</tr>
</tbody>
</table>

**Concept**

H. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry

**Learning Targets**

1. Identify visual, graphic and auditory aids (posters and recordings)
2. Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos)
3. Identify library and media resources (videos, electronic resources, periodicals and books)
4. Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)

**Alignments:**

Performance: 1.10
Knowledge: (SS) 7
SSGLE: TSSI.7.A
NETS: N/A
DOK: 1

Board Approved 7-15-13

Revised 2013
### Instructional Strategies

- Listen to books on tape – Literary Corner
- Display anchor charts in the classroom
- Visit the library – whole group
- Watch books on Tumble books:
  - Whole group
  - Small groups
  - Individual
- Personal dictionaries
- Personal alphabet and blend charts – model whole group then individual use

### Assessments/Evaluations

- Checklists for writing resources
- Student observation/class discussion

### Sample Assessment Questions

- Whole group self assessment questions (e.g., Thumbs up if you used your alphabet chart today)

### Instructional Resources/Tools

- Personal dictionary
- Alphabet chart
- Blend chart

### Literacy Connections

- Books by Doreen Cronin:
  - *Diary of a Spider*
  - *Diary of a Worm*
  - *Diary of a Fly*
Cross Curricular Connections

- Math: complete surveys
- Communication Arts:
  - Write letters
  - Write in journals
  - Interview a friend
- Investigate artifacts and discuss the physical properties