

ALCOSS: 1.1 (K.1 in 2004 COS, p. 13)

Construct daily schedules, calendars, and timelines.

- Using vocabulary associated with time, including *past*, *present*, and *future*.

Mastered:

Students can construct daily schedules, calendars, and timelines.

Present:

Students will further develop their understanding of daily schedules, calendars, and timelines.

Going Forward:

Students will deepen their understandings of daily schedules, calendars, and timelines.

Present and Going Forward Vocabulary:

Before, after, during, early, months, years, minutes, seconds, decades, seasons, days, soon, now, today, future, clock, late, hours, centuries, A.M., P.M.

Career Connections:

Author, Historian, Museum Curator, Museum Docent, Architectural Historian, Religious Historian, Culture-Specific Historian, Orator

Advanced Understanding & Activity (Alternate activity): Student may choose one or more activities to complete. Student page in Appendix A.

Option 1: Technology Changes

Student will choose an object, such as a pencil, telephone, or computer. Student will research how the object has changed from past to present. Student will predict how it might change in the future. Student will present his/her research in a timeline using pictures of how the object changed from the past to the present and include a drawing with information about how it will change in the future.

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Option 2: Personal Timeline

Student will construct a time line of his/her life using personal photos and explain what is happening in each photo. Include in the timeline any inventions or world events that happened and explain how they have shaped your life.

For example:

I was born.	iPhone invented.	When I was a baby.	When I started to talk.	When I started school.	Now that I'm in first grade.

Literature Connections:

- Karlin, B. James Marshall's Cinderella. Norwalk, CT: Weston Woods. 2006.
- Williams, R. L. Long Ago and Today. Huntington Beach, CA: Creative Teaching Press. 1996.
- Brent, L. R. At Play: Long Ago and Today. North Mankato, MN: Heinemann-Raintree. 2003.

ALCOSS: 1.2 (1.10 on p. 17 & 2.9 on p. 21 of 2004 COS)

Identify rights and responsibilities of citizens within the local community and state.

- Describing how rules in the community and laws in the state protect citizens' rights and property.
- Describing ways, including paying taxes, responsible citizens contribute to the common good of the community and state.
- Demonstrating voting as a way of making choices and decisions.

Mastered:

Students can identify rights and responsibilities of citizens within the local community

Present:

Students will identify community workers in the community and explain how

Going Forward:

Students will write a thank-you note to workers for their contributions to the community.

and state.	they help protect a citizen's rights and property. Students will complete a community worker's T-chart.	
Present and Going Forward Vocabulary: Responsibility, democracy, citizenship, political, community, rights, laws, property, rules, benefits, consequences, volunteer		

Career Connections:

Attorney, Paralegal, State Representative, Mayor, Governor, City Councilor, Lobbyist, Poll Worker, Election Clerk, Poll Inspector, Police Officer, Fire Fighter, Judge, District Attorney

Advanced Understanding & Activity (Alternate activity): Student may choose one or more activities to complete. Student pages in Appendix A.

Option 1: Community T-Chart

The student will complete this T-chart by listing community workers and their contributions to the community. Community workers studied in class, such as Fire fighter, mayor, and policeman, must not be included in this list. The student must think of community workers that most students would not include.

Community Worker	Contribution to Community (how they help protect citizens' rights and properties).

Option 2: Classroom Voting

The student will develop an idea based on something in the classroom or community. The classroom teacher may have a list from which the student may choose to focus the ballots. The student will create a voting box and ballots for classmates. The student will open the voting, facilitate the class voting, and tally the votes. The student will present the results to the class. The student will maintain a journal about the experience.

Literature Connections:

- Rey, H.A. Curious George Takes a Job. NY: HMH Books. 1974.
- Berenstein, J. & Berenstein, B. The Berenstein's Bears and Job Well Done. Grand Rapids, MI: Zonderkidz. 2010.
- Rockwell, A. Career Day. NY: HarperCollins. 2000.
- Maynard, C. Jobs People Do. NY: DK Children. 2001.

ALCOSS: 1.3 (1.11 in 2004 COS, p. 17)

Recognize leaders and their roles in the local community and state.

- Describing roles of public officials, including mayor and governor.
- Identifying on a map Montgomery as the capital of the state of Alabama.

Mastered:

Students can recognize leaders and their roles in the local community and state.

Present:

Students will research and find the names of local community leaders. Students will use a graphic organizer to review information about the leaders.

Going Forward:

Students will imagine they are writing a speech for a leader that is running for office. They will write one or two sentences that they think the official might say. Students will read their sentences aloud as if they are giving a speech.

Present and Going Forward Vocabulary:

Leader, voting, wants, needs, mayor, governor, map, flag, capital, community, neighborhood, responsibility, taxes, culture, volunteer

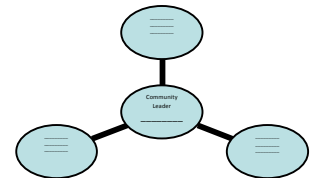
Career Connections:

Mayor, Governor, City Councilor, State Representative, Police Officer, Attorney General, District Attorney, City Planning Director, Community Activist, Fire Fighter

Advanced Understanding & Activity (Alternate activity): Student page in Appendix A.

Community Leaders

Student will choose one leader in the community or state. Then using a graphic organizer, the student will research and organize the role, responsibilities, and contributions of the chosen leader.


Literature Connections:

- Clearwater, L. & Simon, M. M. Bears Obey. Boston, MA: Standard Publishing. 2003.
- Krulik, N. E. I Hate Rules #5. NY: Grosset & Dunlap. 2003.
- Marx, M. & Salzmann, M. E. I Am Fair. Minneapolis, MN: Abdo Publishing. 2002.
- Shannon, D. No, David! NY: Blue Sky Press. 1998.
- Parish, H. & Sweat, L. Amelia Bedelia 4 Mayor. NY: Greenwillow Books. 2001.
- Flanagan, A. K. Mayors (Community Workers). North Mankato, MN: Compass Point Books. 2001.

ALCOSS: 1.4

Identify contributions of diverse significant figures that influenced the local community and state in the past and present.

Example: Admiral Raphael Semmes' and Emma Sansom's roles during the Civil War

Mastered:

Students can identify contributions of diverse significant figures that influenced the local community and state in the past and present.

Present:

Students will distinguish famous Alabamians and/or historical events that are significant to their community and Alabama. Students can draw or find pictures that show famous Alabamians and/or historical events.

Going Forward:

Students will select a famous Alabamian and/or historical event. Have students write the famous Alabamian and/or historical event on a flash card. On the back of each card, children will write words to describe each person or event. Students will tie a string to each card and attach it to a hanger to make a mobile.

Present and Going Forward Vocabulary:

Before, future, tomorrow, past, present, years, centuries, decades, rights, voting, freedom of speech, responsibility, taxes, appointed officials, elected officials, settlers, harvest, Native Americans, African Americans, Europeans, transportation, economics, religion, community, governor, mayor

Career Connections:

Historian, Docent, Museum Curator, Politician, Community Activist, Researcher, Genealogist

Advanced Understanding & Activity (Alternate activity): Student page in Appendix A.

Leaders Then and Now

Student will select past and present leaders that influenced the local community and state.

Cut and paste pictures of leaders and place them in the correct section. Write about their contributions to the community or state and how they influenced the community. Explain why you choose these leaders.

Community Leaders	
Past Leaders	Present Leaders
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Literature Connections:

- Ringgold, F. If A Bus Could Talk: The Story of Rosa Parks. Fullerton, CA: Aladdin. 2003.
- Wade, L. R. Montgomery: Launching the Civil Rights Movement. Vero Beach, FL: Rourke Publishing Group. 1991.
- Parker, L. All Over Alabama. Brandon, MS: Quail Ridge Press. 1997.
- Crane, C. & Burn, T. Y is for Yellowhammer: An Alabama Alphabet. North Mankato, MN: Sleeping Bear Press. 2003.
- State Archives: www.archives.state.al.us

ALCOSS: 1.5 (1.3 in 2004 COS, p. 16)

Identify historical events and celebrations within the local community and throughout Alabama.

Examples: Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery Bus Boycott, Black History Month

- Differentiating between fact and opinion when sharing stories or retelling events using primary and secondary sources.

Example: fictional version of Pocahontas compared to an authentic historical account

Mastered:

Students can identify historical events and celebrations within the local community and throughout Alabama.

Present:

Students will distinguish celebrations and historical events that are significant to their community and Alabama. Students can draw or find pictures that show celebrations or historical events. This information will be used to create a book.

Going Forward:

Students will create a mobile on specific celebrations and/or historical events. Have students illustrate a scene that reflects the celebration or historical event, and then write facts on the back of the picture or index card. Attach the work to the hanger with yarn.

Present and Going Forward Vocabulary:

Slavery, holiday, celebrations, culture, boycott, economy, education, livelihood, religion, housing, community, wages, unemployment, laws, opportunities




Career Connections:

Historian, Genealogist, Community Activist, Author

Advanced Understanding & Activity (Alternate activity): Student may choose to complete one or more activities. Student page in Appendix A.

Option 1: Design a Book

Student will design a book with text and illustrations retelling an Alabama historical event. On the last page, the student will explain how this event has impacted or changed the people in his/her community or state.

Book Title by _____	 _____	 _____	 _____	_____ _____ The end.
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Option 2: Create a Mobile

Student will create a mobile on specific celebrations and/or historical events. Illustrate a scene that reflects the celebration or historical event, and then write factual sentences on the back of the picture or index card. The last sentence will explain how this event has affected the state or community. Attach the work to the hanger with yarn.

Literature Connections:

- Blevins, W. Now and Long Ago: Set C. NY: Compass Point Books. 2003.
- Adler, D. Picture Book of Martin Luther King, Jr. NY: Holiday House. 1990.
- Swain, G. Celebrating (Small World). Minneapolis, MN: Carolrhoda Books. 1999.
- McKissack, P.C. & McKissack, F. L. Red-Tail Angels: The Story of the Tuskegee Airmen of WWII. NY: Walker Books for Young Readers. 1996.
- Farris, C. K. My Brother Martin: A Sister Remembers Growing Up With the Rev. Martin Luther King. Fullerton, CA: Aladdin. 2005.
- Kummer, P. Alabama (One Nation). NY: Bridgestone Books. 1997.

ALCOSS: 1.6 (1.1 in 2004 COS, p. 16)

Compare ways individuals and groups in the local community and state lived in the past to how they live today.

- Identifying past and present forms of communication.
Examples: past—letter, radio, rotary-dial telephone
present—e-mail, television, cellular telephone
- Identifying past and present types of apparel.
- Identifying past and present types of technology.
Examples: past—record player, typewriter, wood-burning stove
present—compact diskette (CD) and digital video diskette (DVD) players, video cassette recorder (VCR), computer, microwave oven
- Identifying past and present types of recreation.
Examples: past—marbles, hopscotch, jump rope
present—video games, computer games
- Identifying past and present primary sources.
Examples: past—letters, newspapers
present—e-mail, Internet articles

Mastered:

Students can compare ways individuals and groups in the local community and state lived in the past to how they live today.

Present:

Students will compare and contrast ways of life in the past and today.

Going Forward:

Students will create a door hanger honoring a past and present event. On each side of the door hanger, illustrate and describe the same event from long ago and today.
Example:

		Side A – technology of yesterday. Side B – technology of today.
Present and Going Forward Vocabulary: Before, future, tomorrow, past, present, years, centuries, decades, long ago, yesterday, telephone, radio, mail, communication, recreation, newspaper, artifacts, resources		

Career Connections:

Census Collector, Genealogist, Historian, Police Officer, Author, Orator, Journalist, Curator, Community Activist

Advanced Understanding & Activity (Alternate activity): Student page in Appendix A.

Venn Diagram

Student will compare and contrast ways of life in the past to today using a Venn Diagram. Choose one of the following items to research and compare in the Venn Diagram. Then answer the following question after completing the Venn Diagram: How have the changes affected the way people live today?

- Compare transportation used by a family in the past to the present.
- Compare transportation found in a city in the past to the present.
- Compare communication technology used by a family in the past to the present.
- Compare the school day of a first grader in the past to the present.

**Literature Connections:**

- Raum, E. History of the Telephone (Inventions That Changed the World), NY: Heinemann-Raintree. 2007.
- Coerr, E. & Bolognese, D. Buffalo Bill and the Pony Express, NY: HarperCollins. 1996.
- Harness, C. They're Off: The Story of the Pony Express, NY: Simon & Schuster Books For Young Readers. 2002.
- Brill, M. T. & Orback, C. Bronco Charlie and the Pony Express, NY: First Avenue Editions. 2004.

ALCOSS: 1.7 (1.8 in 2004 COS, p. 17)

Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment.

Examples: occupational—commercial fishing and tourism in Gulf coast areas

recreational—camping and hiking in mountain areas, fishing and waterskiing in lake areas

Mastered:

Students can describe how occupational and recreational opportunities in the local community and state are affected by the physical environment.

Present:

Students will write occupational/recreational riddles. They will create a flip-page with a riddle on top and the answer in the inside.

Going Forward:

Students will interview a working family member to find out about what the person does. Work with students ahead of time to prepare three interview questions such as:

- What is your job?
- Do you make something or do something to help other people?
- Where do you work?

Present and Going Forward Vocabulary:

Fishing, ocean, mountain, lake, production, consumer, cost, human-made, natural, resources, occupations, geographic, restocking, pollution, recycle, environment, ecosystem, landforms, vegetation, producers, consumers, suppliers, imports, supply, demand, industry, living standards, coal, migration

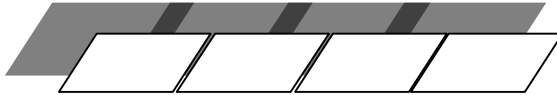
Career Connections:

Park Ranger, Travel Agent, Ecologist, Environmental Lawyer, Conservationist, Preservationist, Scientist, Biologist, Engineer, Naturalist, Wildlife Rehabilitator, Wildlife Educator, Zookeeper

Advanced Understanding & Activity (Alternate activity): Student page in Appendix A.

Flip Book

Fold paper into eighths. Open and cut to center fold as shown to create flaps.



Directions: Student will research the occupational and/or recreational jobs in his or her community or state. The student will choose four jobs and create riddles. On the top flap, write a riddle about the job. On the inside flap the student can write the job title and may include an illustration. Then share the riddles with classmates.

Answer →  ← **Riddle**

Literature Connections:

- Loy, J. When I Grow Up: A Young Person's Guide to Interesting and Unusual Occupations. NY: Henry Holt and Co. 2008.
- Seuss, Dr. Oh, the Places You'll Go! NY: Random House. 1990.
- Hayward, L. DK Readers: A Day in a Life of a Builder. NY: DK Children. 2001.

ALCOSS: 1.8 (1.6 in 2004 COS, p. 17)

Identify land masses, bodies of water, and other physical features on maps and globes

- Explaining the use of cardinal directions and the compass rose.
- Measuring distance using nonstandard units.
Example: measuring with pencils, strings, hands, feet
- Using vocabulary associated with geographical features, including *rivers, lakes, oceans, and mountains*.

Mastered:

Students can identify land masses, bodies of water, and other physical features on maps and globes.

Present:

Students will review images of land and water models. This information will be used in a graphic organizer to classify land masses and bodies of water.

Going Forward:

Students will review images of land and water models. Students will make models of different types of land and water. Ask students to label each model and share their models with the class.

Present and Going Forward Vocabulary:

Land, water, continents, oceans, equator, landforms, maps, globes, rivers, mountains, lakes, gridlines, distance, soil, vegetation, north, south, east, west, erosion, natural, man-made, capital, economics, population, geography, climate, elevation

Career Connections:

Scientist, Engineer, Geological Surveyor, Environmentalist, Biologist, Researcher, Cartographers, Landscaper, Conservationist, Geoscientist, Atmospheric Scientist, Chemist, Meteorologist, Mineralogist, Oceanographer, Paleontologist

Advanced Understanding & Activity (Alternate activity): Student page in Appendix A.

Classification and Thinker Keys

Use www.googleearth.com or <http://www.infoplease.com/atlas/>.

Teacher will download a map of the world for each student or provide a world map or globe. The student will complete a classification activity by identifying the four main oceans and the seven continents. Student will then use the graphic organizer to list the names of the oceans and continents. After completing the graphic organizer, students will answer the question: How would the world and your life be different if there were no oceans?

Oceans	Continents
1.	1.
2.	2.
3.	3.
4.	4.
	5.
	6.
	7.

Think Keys

What If?	How would the world be different if the continents were oceans and the oceans were continents?
Reverse Listing	List five things that never touch land.
Disadvantages	List the many, different, and unusual disadvantages to living on or near one of the following: Mountain, Desert, Prairie, Valley, River, Ocean, Lake, Beach.
BAR-Bigger, Add, Replace	Draw a ship that is <u>Bigger</u> , <u>Add</u> something to it, and <u>Replace</u> an item on it to keep it from turning over when a 100- foot ocean wave hits it. Write a paragraph explaining how your revisions will help the ship stay afloat.
Alphabet	Create an alphabet book of things that all water features have in common. OR Create an alphabet book of things that all land features have in common.
Variations	Create a new measurement system that will replace the one we currently use.
Predictions	Predict what the Gulf of Mexico will be like in 25 years.
Different Uses	List ten different uses for sand.

Literature Connections:

- Tamara, N., Williams, R. L., & Klementz-Harte, L. My Global Address. Huntington Beach, CA: Creative Teaching Press. 1996.
- Sweeney, J. & Cable, A. Me on the Map. Dragonfly Books. 1998.
- Owen, W. The Reader's Digest Children's Atlas of the World. NY: Readers Digest. 1998.
- Bredeson, C. Looking at Maps and Globes. Danbury, CT: Children's Press. 2002.
- Rabe, T. & Ruiz, A. There's a Map in My Lap!: All About Maps. NY: Random House Books for Young Readers. 2002.

ALCOSS: 1.9

Differentiate between natural resources and human-made products.

- Listing ways to protect our natural resources.
Examples: conserving forests by recycling newspapers, conserving energy by turning off lights, promoting protection of resources by participating in activities such as Earth Day and Arbor Day

Mastered:

Students can differentiate between natural resources and human-made products.

Present:

Students will create posters on ways to reuse and recycle paper. They can cut out pictures from magazines and then add captions to their posters.

Going Forward:

Students will design a community recycling center and present their plan to elected officials. Students will create a comic strip using natural resources. Students will create and share pop-up riddles

		about human-made and natural products.
Present and Going Forward Vocabulary: Yesterday, future, after, tomorrow, past, present, centuries, A.M., P.M., sunset, midnight, decades, seasons, afternoon, evening, sunrise, man-made, natural resources, recycle, conservation, Earth, energy, deplete, assets, valuable, forests, trees, culture, development, reduce		

Career Connections:

Mineralogist, Oceanographer, Paleoecologist, Paleontologist,
 Marine Geologist, Scientist, Environmentalist, Biologist,
 Engineer, Researcher

Advanced Understanding & Activity (Alternate activity): Students may choose to complete one or more activities. Student pages in Appendix A.

Option 1: Reduce, Reuse, Recycle

Student will create a list of man-made products that can be recycled, reduced, or reused, and then choose one item on which to develop a poster informing other students of the following information:

- What is the man-made product or item?
- What are the natural resources required to produce the item?
- How to reduce, reuse, and/or recycle the item?
- Why is it important to reduce, reuse, and/or recycle the item?

Student may cut pictures out of magazines or draw pictures to add to the posters.

Option 2: Pop-Up Riddle Cards

Student will create a pop-up riddle card about human-made and natural products. Choose a natural product that is used to make a human-made product. For example, the student may choose cotton as the natural product and blue jeans as the human-made product from cotton. Write a riddle to help others guess what your human-made product is. Write the riddle on the cover of the card and then illustrate the answer as a pop-up feature on the inside of the card. The following Web site provides instructions to make a pop up tree. Glue the picture in place of the tree. <http://www.enchantedlearning.com/crafts/christmas/popuptree/>
 The student may also follow these directions to create a card.

Directions: Fold a sheet of construction paper in half. Make a tab by cutting two slits on the fold, one inch apart. Push the tab through to the inside. Draw, color, and cut out a human-made or natural product that will not extend beyond the book page. Glue the human-made or natural product to the tab.

Literature Connections:

- Ditchfield, C. *Oil (True Books: Natural Resources)*. NY: Scholastic Library Binding. 2003.
- Ditchfield, C. *Water (True Books: Natural Resources)*. NY: Scholastic Library Binding. 2002.

ALCOSS: 1.10 (1.4 in 2004 COS, p. 16)

Describe the role of money in everyday life.

- Categorizing purchases families make as needs or wants.
- Explaining the concepts of saving and borrowing.
- Identifying differences between buyers and sellers.
- Classifying specialized jobs of workers with regard to the production of goods and services.
- Using vocabulary associated with the function of money, including *barter, trade, spend, and save*.

Mastered:

Students can describe the role of money in everyday life.

Present:

Students will explore the role of money in obtaining the needs and wants of an individual.

Going Forward:

Students will develop a deeper understanding of the role of money in everyday life by researching a career.

Present and Going Forward Vocabulary:

Money, coins, dollars, cost, supply, demand, family, needs, wants, save, borrow, salary, job, produce, goods, services, barter, trade, spend, purchase, consumers, import, export, taxes, politics, economics, transportation, recreation, relationships

Career Connections:

Accountant, Economist, Cashier, Banker, Financial Advisor,
Stock Broker, Mathematician, Debt and Credit Manager, Loan
Officer

Advanced Understanding & Activity (Alternate activity): Student page in Appendix A.

Needs & Wants:

Student will research the difference between “needs” and “wants.” Student will brainstorm a list of items he or she would purchase if he or she had \$1,000. Write the list on a sheet of paper. Classify the items as “needs” or “wants” and explain why each item is a “need” and “want.” Student will take one paper plate. Write NEEDS on one side and WANTS on the other side. Student can draw pictures or cut out pictures of the items to attach to the correct side of the plate.

Literature Connections:

- Seuss, Dr. One Cent Two Cent, Red Cent, New Cent: All About Money. NY: Random House Books for Young Readers. 2005.
- Peters, P. Money Hungry Monkey. Seattle, WA: Become New-Digital Publishing. 2012.
- Leedy, L. Follow the Money! NY: Holiday House. 2003.
- Banks, K. & Hallensleben, G. Night Worker. NY: Square Fish. 2007.
- Banks, K. & Bogacki, T. Mama's Coming Home. NY: Farrar, Straus, and Giroux. 2003.

ALCOSS: 1.11 (1.9 in 2004 COS, p. 17)

Identify traditions and contributions of various cultures in the local community and state.

Examples: Kwanzaa, Christmas, Hanukkah, Fourth of July, Cinco de Mayo

Mastered:

Students can identify traditions and contributions of various cultures in the local community and state.

Present:

Students will identify traditions from their families that originated from different cultures.

Going Forward:

Students will research one culture and present it to their classmates.

Present and Going Forward Vocabulary:

Timelines, history, culture, community, traditions, religion, voting, celebration, customs, leaders, freedom, rules, respect, relationship, holiday, population, power, independence, contributions, housing, leader

Career Connections:

Author, Museum Curator

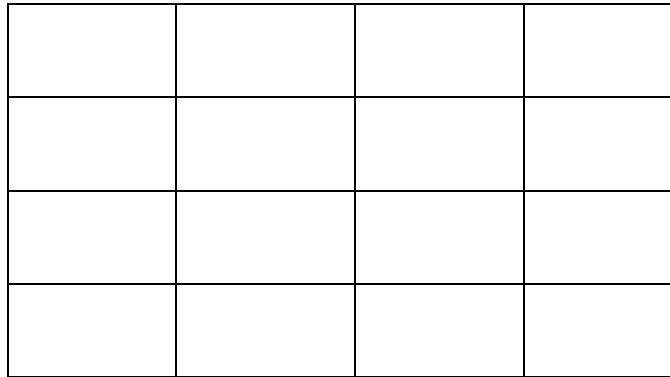
Advanced Understanding & Activity (Alternate activity): Student may choose to complete one or more activities. Student pages in Appendix A.

Option 1: Family Scrapbook

Student will create a scrapbook of three to five traditions and/or celebrations followed by his or her family. Student will research the origins of the traditions and/or celebrations. Each tradition will be on one page of the scrapbook. Photographs or drawn pictures can be used with a written description of the activity. Then on the following page, the tradition will be illustrated from the country of origin. Student will describe how the tradition is expressed or celebrated in that country and how his or her family tradition is different from the original tradition. Some traditions originate in the U.S., too. How has the tradition changed over time from the original tradition?

Option 2: Heritage Quilt

On each quilt square, draw a picture that represents a tradition or contribution from a specific culture that is represented in your community. Write a short summary that includes a description of the picture. Use the space below to plan what your quilt will look like.



- Glue the two sheets of bulletin board paper together. This will make the back of your quilt and the middle layer, which is called the interlining. Allow the glue to dry.
- Decorate each construction paper square by drawing a picture and writing a brief description of that tradition or person's contribution.
- Lay your squares on the interlining according to the plan you made above. Glue the squares down onto the interlining. Allow the glue to dry.
- Display your heritage quilt on a wall or bulletin board.

Literature Connections:

- Meadaris, A. S. & Minter, D. Seven Spools of Thread. Park Ridge, IL: Albert Whitman & Company. 2000.
- Ford, J. K is for Kwanza. NY: Cartwheel. 2003.
- Cox, J. & Ebbeler, J. Cinco de Mouse-O! NY: Holiday House. 2010.
- Wade, M. D. & Vargus, N. R. Cinco de Mayo Rookie Reader. Danbury, CT: Children's Press. 2003.
- State Archives: www.archives.state.al.us

ALCOSS: 1.12 (2.9 in 2004 COS, p. 17)

Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.

Mastered:

Students can compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.

Present:

Students will recognize the impact of unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.

Going Forward:

Students will develop a deeper understanding of societal groups.

Present and Going Forward Vocabulary:

Education, arts, politics, religion, family, disability, recreation, culture, birthplace, home, customs, responsibility, leader, community, country, citizenship

Career Connections:

Sociologist, Religious Leaders, Census Collector, Social Services Worker, Counselor, Educator

Advanced Understanding & Activity (Alternate activity): Student page in Appendix A.

How Do We Get Along?

Student will research the different types of societal groups, and then choose two groups about which to list positive ways these groups help each other when they are together. For the final project, the students will create a children's book with a story and pictures that explain how both groups benefit from being together. Different societal groups may include: elderly people, young people, different religious groups, different races/ethnicities, different disabilities, and different genders.

Literature Connections:

- Montanari, D. Children Around the World. Toronto, Canada: Kids Can Press. 2004.
- Winter, J. Following the Drinking Gourd. NY: Knopf Books for Young Readers. 2008.
- Howard, E. F. & Ransome, J. Aunt Flossie's Hat and Crab Cakes for Later. San Anselmo, CA: Sandpiper Press. 1995.