

Behavioral Science – The students will understand the actions and reactions of humans and how they interact in groups.		
Culture; Power, Authority, and Governance Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... <ul style="list-style-type: none"> 1. understands that communities grow and change over time. 2. understands that people have similarities and differences that make them unique. 3. is able to describe how his/her choices impact the family, classroom, and school community. ★ (21st -E) 4. is able to compare and contrast components of different types of communities. 	I can... <ul style="list-style-type: none"> 1. describe how communities change and tell why they change. 2. explain how people are alike and different. 3. describe how my choices will affect others in my classroom and school. 4. compare and contrast communities. 	<ul style="list-style-type: none"> 1. -In a flow chart, draw a community and how it has changed over time. -Using a <u>Venn diagram compare and contrast</u> a community then and now. 2. -Do the Tribes energizers: <i>That's Me and Would You Rather?</i> -Use the PARTR activity <i>Face It! We're All Different!</i> found in lesson 4 Respecting Differences. 3. -Use a <u>fishbone diagram</u> to tell how his/her actions affect others. -Given several choices of behaviors draw the different ways his/her actions could affect a classroom. -Use a <i>think, pair, share</i> activity to discuss actions and their consequences. -From <u>Dinah Zike's Foldables</u> use the <i>Two-Tab matchbook</i> to compare and contrast. See page 26 in Treasures <u>Dinah Zike's Foldables</u>. 4. -Using a Venn diagram, write down how communities are the same and different (See link above). -Use a T-Chart to compare and contrast communities.

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(21st -F)=Financial Literacy

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(21st -C)=Civic Literacy

(21st -H)=Health Literacy

Economics- The student will understand the production, distribution, and consumption of goods and services.		
Culture; People, Places, & Environments; Production, Distribution, and Consumption; Science, Technology, and Society Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... <ol style="list-style-type: none"> identifies needs and wants of a community. (21st -F) identifies how community and natural resources affect daily life. (21st -F) understands the differences between goods and services. describes a good or a service and tells how it is provided to the community. (21st -E) understands how technology is used throughout the community to communicate.  (21st -T) 	I can... <ol style="list-style-type: none"> give examples of needs and wants of a community. describe community and natural resources and how they are used. tell ways goods and services are different. tell how people get goods and services and why they are important. explain how people use technology to communicate. 	1. -Cut out pictures or draw examples of needs and wants and place them in different categories. -Make a T-chart and list needs and wants. 2. -Make a T-chart listing community and natural resources. -Draw a picture of a community resource and a natural resource. 3. -Use a Venn Diagram . -From Dinah Zike's foldables use the <i>Two-Tab matchbook</i> to compare and contrast. See page 26 in Treasures Dinah Zike's Foldables . 4. -Think, pair, share ideas. -Make a list of how people get goods. Thinkfinity match goods with business activity . -Use the link from Thinkfinity to identify goods and services being provided . -Use the link from Thinkfinity to identify which businesses that are important to a community . 5. -Draw a picture of how someone would use technology to communicate. -Write about something people use to communicate.

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Geography – The student will understand the interaction between people and their environments.		
Culture; People, Places, & Environments Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student...	<p>I can...</p> <ol style="list-style-type: none"> 1. can recognize various landforms and their characteristics. 2. can design and build a map. ★ (21st -T) 3. understands geographically where he/she lives. 4. can compare and contrast neighborhoods, towns, states, and countries. 5. identifies ways that people can affect the environment. (21st -E) 	<ol style="list-style-type: none"> 1. describe different landforms. 2. create a map. ☰ 3. show where I live on different maps. 4. compare and contrast neighborhoods, towns, states, and countries. 5. tell ways people can help or harm the environment. <p>1. -Show students different pictures of landforms and have them write its name and tell specific characteristics. -Have students make a landform of choice out of play dough.</p> <p>2. -On graph paper have children draw a map of their section of the neighborhood community. -Create a floor plan of his/her bedroom. -Using the computer program <i>Neighborhood Map Machine</i>, have students make a map.</p> <p>3. -Have children come to the United States map and locate Iowa on it. -Have children come to the world map and locate the United States.</p> <p>4. -In Unit 2 of Social Studies manual use the flip book where children describe the various places they live. -Use a Venn Diagram to compare and contrast the differences between a neighborhood, town, state and country.</p> <p>5. -List ways people can recycle. -Using a fish bone diagram have children tell how littering is harmful to the environment. -Have children make a poster of one way people can take care of the earth.</p>

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History – The student will understand the study and analysis of the past and how it can impact current and future events.		
Culture; Time, Continuity, and Change Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <p>1. understands that past experiences contribute to his/her personal history.</p> <p>2. can identify how a historical event affects individual lives. (21st -C)</p> <p>3. recognizes that there are many cultures that make up a community. (21st -F)</p> <p>4. understands how and why a person changed history. (21st -F)</p> <p>5. can explain how a community changes over time.</p> <p>6. can question and explore historical events and issues. (21st - E, T, C)</p>	<p>I can...</p> <p>1. tell my personal history.</p> <p>2. tell about something that happened in the past and how it changed peoples lives.</p> <p>3. describe different cultures that can make up a community.</p> <p>4. tell about how and why a person changed history.</p> <p>5. give examples of how a community changes over time.</p> <p>6. ask questions about something that happened in the past.</p>	<p>1. -Make a timeline of the important events in his/her personal history. -Write a paragraph telling about his/her life.</p> <p>2. -Draw a picture of an event that happened in the past and write about how it changed the way people live now. -Create a triorama of the progression of a specific household item.(ie. A telephone throughout history.) -Develop a flip book. On the top they will illustrate how an item looked in the past and underneath how that same object looks now.</p> <p>3. -Use an idea wheel to draw pictures of various cultures in a community. -Make a web of a culture listing characteristics. See Clusterword 3 diagram.</p> <p>4. -Use thumbs up as you name various people to indicate if they changed history. -Match names of historical figures with how they impacted history.</p> <p>5. -Fill out a time line showing how a community changed over time. -Use an accordion book to illustrate the progression of a community over time.</p> <p>6. -Write a list of questions about something that happened in the past. -On an index card write one question about something that happened in the past</p>

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		(Exit Card).
Political Science / Civic Literacy – The student will understand the role, development, and authority of government. The student will understand the rights and responsibilities of being a citizen. (21 st -C) Power, Authority, and Governance; Civic Ideals and Practices Standards (National Council of Social Studies)		
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The student...	I can...	
<p>1. understands his/her role in various types of communities (school, family and other organizations). (21st -F)</p> <p>2. understands how to solve problems and make decisions within various types of communities. (21st -E)</p> <p>3. has an awareness that events happen in the world. (21st - C, T)</p>	<p>1. describe my role in a community.</p> <p>2. solve problems and make decisions in different groups (school, home and community)</p> <p>3. tell about events that happen in the world.</p>	<p>1. -Play the Tribes energizer “That’s Me” having children stand when you mention a role they have in a community (student, brother, classroom job helpers). -Use the <i>Picture Frame Foldable</i> from the Dinah Zike’s Foldable book page 12 have the children illustrate themselves and their roles.</p> <p>2. -Use PARRT lesson 9 Conflict vs. Bullying, What’s the Difference? Direct instruction and extension activities. -Role play different situations that may occur and choices that could be made within different communities.</p> <p>3. -Use a quick prompt and write for three minutes about a current event. -Bring in an article or picture of a current event and tell about it to the class.</p>

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