

Alignment to the Common Core GPS (CCGPS) and Georgia Performance Standards (GPS) for **Grades 3 - 5: Science & Social Studies**



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GDOE PowerPoint on Alignment for 2013-14 is posted on the GAA website.
It offers some other valuable information across the grade levels for alignment.

Science

Georgia Performance Standards (GPS)

Examples



Characteristic of Science

- For all students assessed in Science (grades 3-8 and high school), a Characteristic of Science **must** be recorded/written on the Science Entry Sheet.
- The Characteristic of Science recorded on the Entry Sheet **must** be identifiable and documented in the evidence.
- Even if all four assessment tasks submitted for a science entry align and are scorable, if either of the above conditions are not met, the entry is nonscorable.
 - Nonscorable Code of NA-D



Characteristic of Science

Characteristic of Science indicated must be visible in the evidence as part of the student's participation in the process of science.

For example:

- | | |
|--|--|
| Uses safety techniques | Including safe use, storage, and disposal of materials must be observed ; use of safety techniques must be in evidence |
| Uses scientific tools | Tools and instruments for observing, measuring, and manipulating scientific equipment and materials; use of tools must be in evidence |
| Uses technology | Using scientific technology such as a computer program that analyzes data (not just to research info on the web), using a balance to measure, thermometer, etc.
***This does <u>NOT</u> mean assistive technology or instructional technology. Scientific technology does <u>NOT</u> include using a PowerPoint to view information, using a computer to look up information, or using an electronic whiteboard, etc. |
| Organizes data into graphs, tables, and charts | Places information from scientific inquiry or investigation into a table, chart, or graph format; chart/table/graph must be included in the evidence |



Characteristics of Science Standards

3rd Grade

4th Grade

5th Grade

Characteristics of Science	Characteristics of Science	Characteristics of Science
<p>A co-requisite Characteristic of Science standard must be addressed as part of the task on at least one piece of evidence submitted for the science entry.</p> <p>Please select one item from the list below:</p> <ul style="list-style-type: none"> - Records investigations - Analyzes whole number data - Measures - Makes sketches - Compares and describes numerically - Researches - Uses tools - Answers their own questions - Communicates findings - Understands safety concerns 	<p>A co-requisite Characteristic of Science standard must be addressed as part of the task on at least one piece of evidence submitted for the science entry.</p> <p>Please select one item from the list below:</p> <ul style="list-style-type: none"> - Asks questions that lead to investigations - Conducts simple investigations - Uses tools for collecting data - Uses charts and graphs - Uses data to answer questions - Writes and uses instructions - Understands fairness - Justifies reasonable answers - Identifies patterns of change - Researches for information - Understands the importance of safety concerns 	<p>A co-requisite Characteristic of Science standard must be addressed as part of the task on at least one piece of evidence submitted for the science entry.</p> <p>Please select one item from the list below:</p> <ul style="list-style-type: none"> - Records observations - Offers and considers reasoning - Quantifies data - Measures and estimates - Uses scientific tools - Assembles, describes, takes apart, and reassembles - Identifies parts and makes models - Describes changes - Compares physical attributes - Draws and sketches - Questions and seeks to find answers - Researches for scientific information - Replicates investigations - Works safely

~~NA-D~~

Let's wipe out
NA-D Error Codes!

Earth Science (E)



S3E1 Students will investigate the physical attributes of rocks and soils.

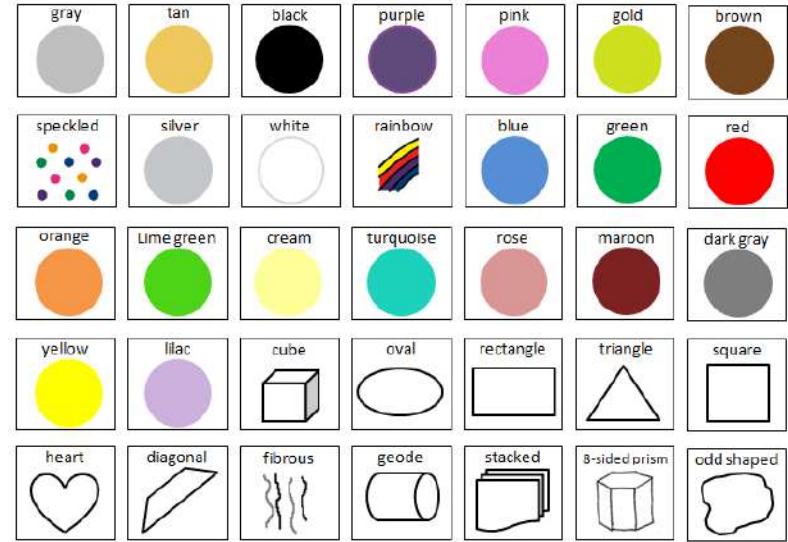
- b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness).
- c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand).

Earth Science (E)

S3E1b



Identify the physical attributes of rocks and minerals by color, shape, hardness



Name _____ Date _____

Rock & Mineral Exploration

Picture of Rock/Mineral	Characteristics
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 60px; flex-grow: 1;"></div> </div> <p>The color of my rock/mineral is _____</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 60px; flex-grow: 1;"></div> </div> <p>My rock/mineral is shaped like a _____</p>
<p>Weight of my rock/mineral:</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input style="width: 150px; height: 20px;" type="text"/> <div style="border: 1px solid black; padding: 2px 5px;">ounces</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input style="width: 150px; height: 20px;" type="text"/> <div style="border: 1px solid black; padding: 2px 5px;">pounds</div> </div>	<p>What does my rock/mineral do in water?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>rock sinks</p> </div> <div style="text-align: center;"> <p>rock floats</p> </div> </div>



C of S: Records Investigations

Earth Science (E)



S3E1c

Name _____ Date _____

Soil that has small pieces of rock that you can see with your eye is **sand**

Soil with very, very tiny pieces of rock is **clay**

Compare the texture, particle size, and color in top soils

Name _____ Date _____

Soil with rocks that are too small to see with your eye is **silt**

Soil that is made of humus, clay, silt, and sand is **loam**

Candy Bar Soil Profile



S3E1c

1. Break the white chocolate bar into pieces. Stack the white chocolate like bricks in the bottom of the jar.

3. Spread the chocolate pudding on top of the M&M's.

5. Put the chocolate graham crackers into a bag. Hit the chocolate graham crackers until they are tiny pieces.

7. Break a Snicker's bar. Put the pieces of the Snicker's bar on top of the chocolate chips and chocolate graham crackers.

8. Pour $\frac{1}{4}$ cup of green coconut on top of the Snicker's bar.

Earth Science (E)



- S4E2 - Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon.
 - b. Explain the sequence of the phases of the moon.
 - d. Demonstrate the relative size and order from the sun of the planets in the solar system.

Earth Science (E)

S4E2b



Name _____ Date _____

Diagram illustrating the moon phases: Full Moon (blue box), First Quarter (red box), New Moon (yellow box), and Last Quarter (green box). The Earth and Sun are shown in the center. Arrows indicate the clockwise cycle of the moon phases.

Name _____ Date _____

Diagram illustrating the moon phases with labels: Waxing Gibbous, First Quarter, Waxing Crescent, Full Moon, Earth, New Moon, Waning Gibbous, Last Quarter, and Waning Crescent. Red arrows indicate the clockwise cycle.

C of S: Uses charts and graphs

Demonstrate the sequence of the phases of the moon using color-coding and matching to printed words.

Earth Science (E)

S4E2b



Name _____ date _____

It takes about 29 days for the moon to go through its phases.
✂ Cut and ✂ paste to match the phases of the moon in order.

1 2 3 4 5 6 7 8

new moon waxing crescent first quarter waxing gibbous full moon waning gibbous last quarter

Demonstrate the sequence of the phases of the moon.

Use a calendar with moon phases to identify the dates of the various moon sequences.

Name _____ Date _____

You can look at a calendar to see the dates of the moon phases. Look at this calendar, then answer the questions.

2013 DECEMBER						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 New	4	5	6	7
8	9	10 1 st Qtr.	11	12	13	14
15	16	17 Full	18	19	20	21
22	23	24	25 3 rd Qtr.	26	27	28
29	30	31				

1. What is the month? _____
2. When will there be a new moon? _____
3. When will there be a full moon? _____

C of S: Uses charts and graphs

Earth Science (E)


S4E2d




This is our solar system. We have 1 sun, 8 planets, many moons, and millions of stars. Planets move in circles (orbit) around the sun.



Mercury is the closest to the sun. It is very small. Mercury does not have air or water so no plants, animal or people can live there. Many meteorites crash into Mercury, leaving large holes called craters.



Venus is the second closest planet to the sun. It is about the same size as Earth. It has thunder and lightning all day. Venus is covered with a yellow cloud of poisonous gas. It is the hottest planet.




Earth is the 3rd planet from the sun. This is where we live. Earth has both air & water. It takes 365 days for Earth to go around the sun. Earth has one moon.



Name _____ Date _____

Place the sun and planets in correct order from the sun.



sun

Mercury

Venus

Earth

Mars

Have students look up in a reference book or magazine or online to research the order of the planets from the sun. Be sure to document this research!

C of S: Researches for information

Earth Science (E)

S4E3a



- S4E3 - Students will differentiate between the states of water and how they relate to the water cycle and weather.
- a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.
 - d. Explain the water cycle (evaporation, condensation, and precipitation).

Earth Science (E)



S4E3a - Identify states of water (solid, liquid, gas); and also teach/assess how water changes states



C of S: Uses charts & graphs

Earth Science (E)

S4E3a



Name _____ Date _____

Sort the solids, liquids and gases into their correct columns.

Water as a Solid	Water as a Liquid	Water as a Gas

Identify states of water

Show how water changes states from solid, to liquid, to gas

Name _____ Date _____

Show the changes in the states of water (solid, liquid, gas).

The diagram illustrates the following phase changes:

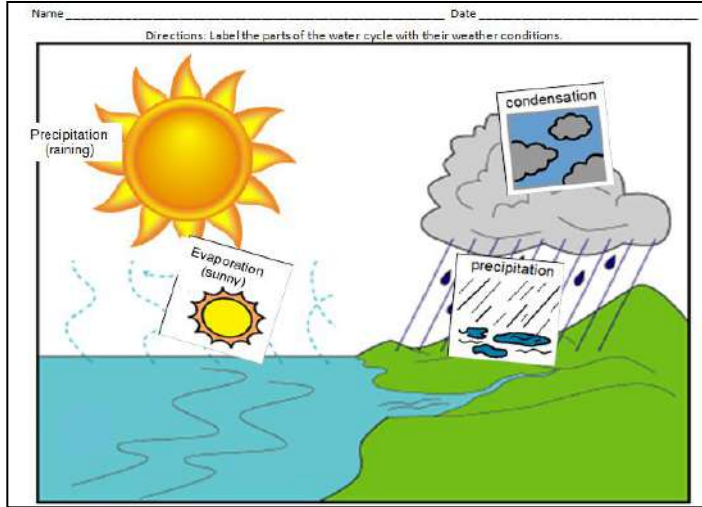
- Solid to Liquid:** snowball → water
- Solid to Liquid:** ice → water
- Liquid to Gas:** water → steam
- Gas to Solid:** clouds → snow
- Solid to Liquid:** snow → water (When snowman melts)

C of S: Identifies patterns of change

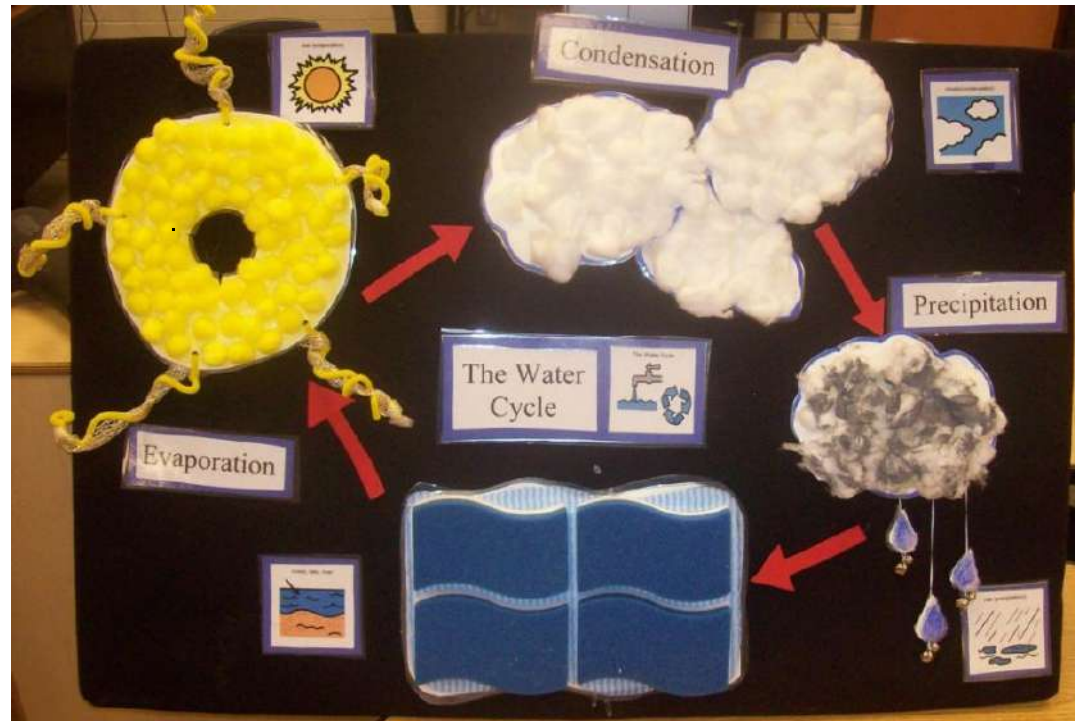
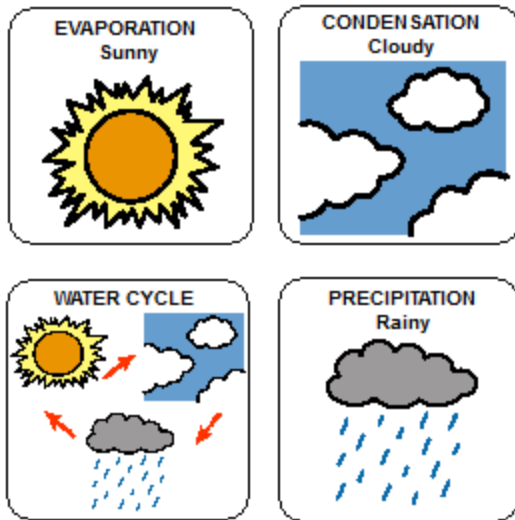
Earth Science (E)



S4E3d



Identify stages of the water cycle



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C of S: Identifies patterns of change

Earth Science (E)



- S4E4 - Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes.
- c. Use observations and records of weather conditions to predict weather patterns throughout the year.

Earth Science (E)

S4E4c





Recording weather conditions (temperature)





Name _____ Date _____
Directions: Circle/mark the estimated temperature for the school areas listed below.
Measure the actual temperature then record it.

Let's Estimate! What is the Temperature?

1) Temperature  in our classroom?
40's 60's 70's Actual _____


2) Temperature  outside?
90's 70's 50's Actual _____


3) Temperature  in the office?
50's 30's 60's Actual _____


4) Temperature  in the hallway?
40's 80's 70's Actual _____


Name _____ Date _____

What is the Temperature?

1) Temperature  in our classroom?
35° 75° 90° _____°

2) Temperature  outside?
83° 35° 68° _____°

3) Temperature  in the office?
35° 75° 90° _____°

4) Temperature  in the hallway?
47° 80° 95° _____°

C of S: Uses tools for collecting data (real thermometer)

Earth Science (E)



S5E1 - Students will identify surface features of the Earth caused by constructive and destructive processes.

b. Identify and find examples of surface features caused by destructive processes.

- Erosion (water-rivers and oceans, wind)
- Weathering
- Impact of organisms
- Earthquake
- Volcano

Earth Science (E)



S5E1b

When a volcano erupts, black smoke and lava come out destroying everything in its path.



Hot lava burns trees and plants.



The air is not safe to breath because of the black smoke.

That's a destructive force of nature.

What can destroy a mountain?



hurricane



volcano



wind

Name _____

Date _____

Complete the T-Chart to compare/contrast the effects of an earthquake and a volcano



How is an earthquake a destructive force to the earth?



How is a volcano a destructive force to the earth?



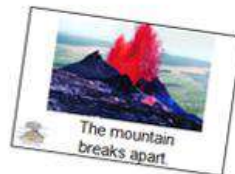
Ground cracks apart.



Land falls into sea.



Lava burns trees and plants



The mountain breaks apart.

Identify and compare the destructive forces of an earthquake and a volcano.

C of S:
Compares physical attributes.


Earth Science (E)

S5E1b


















Name: _____ Date: _____

Destructive processes caused by Volcanoes









Student plate used with parents permission.

1. What covers the ground after an eruption?

2. What does the lava do to the houses?

3. What do you see on the top of the mountain before an eruption?

4. What does the lava become after cooling on the ground?

5. What do people do during a volcanic eruption?


Name: _____ Date: _____

Destructive Forces Caused by Volcanoes

Directions: answer these questions by circling or marking the correct answer

1. What comes out of a volcano during an eruption?

2. What does lava do after the eruption?

3. What does the dust do to the houses?


C of S: Questions and seeks to find answers

(Document how the student searched to find the answers to the questions)

Life Science (L)



- S3L1** - Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.
- a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.

Life Science (L)

S3L2a



Identify Georgia habitats and the organisms that live in them



Life Science (L)

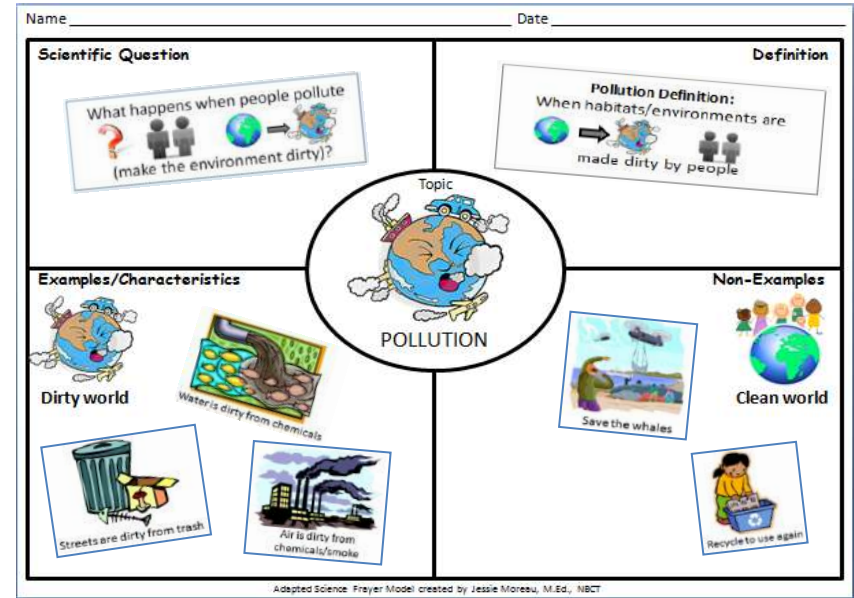


S3L2 - Students will recognize the effects of pollution and humans on the environment.

- a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.
- b. Identify ways to protect the environment.
 - Conservation of resources
 - Recycling of materials

Life Science (L)

S3L2a



Using the adapted Frayer Model to show effects of pollution on humans and the environment

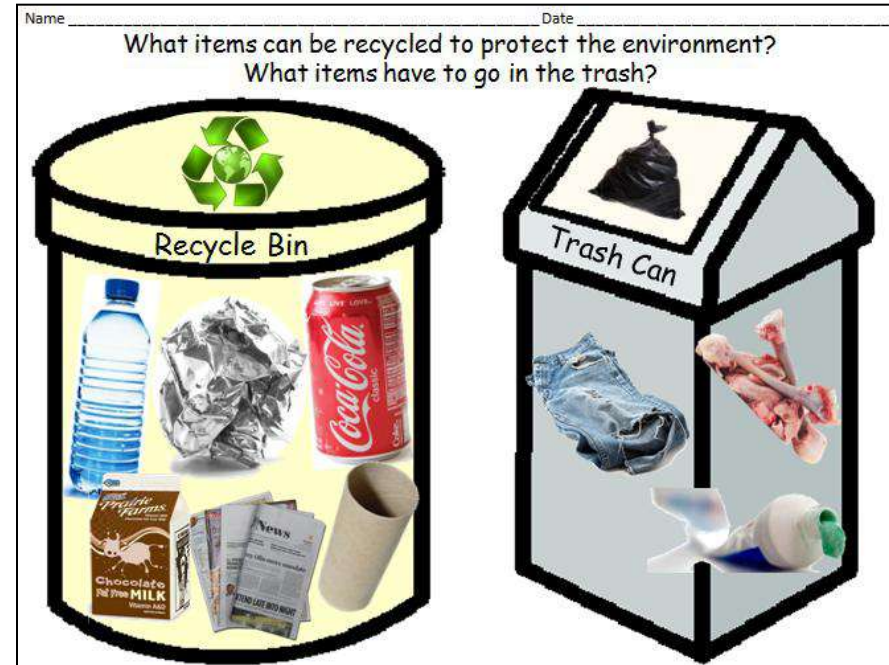
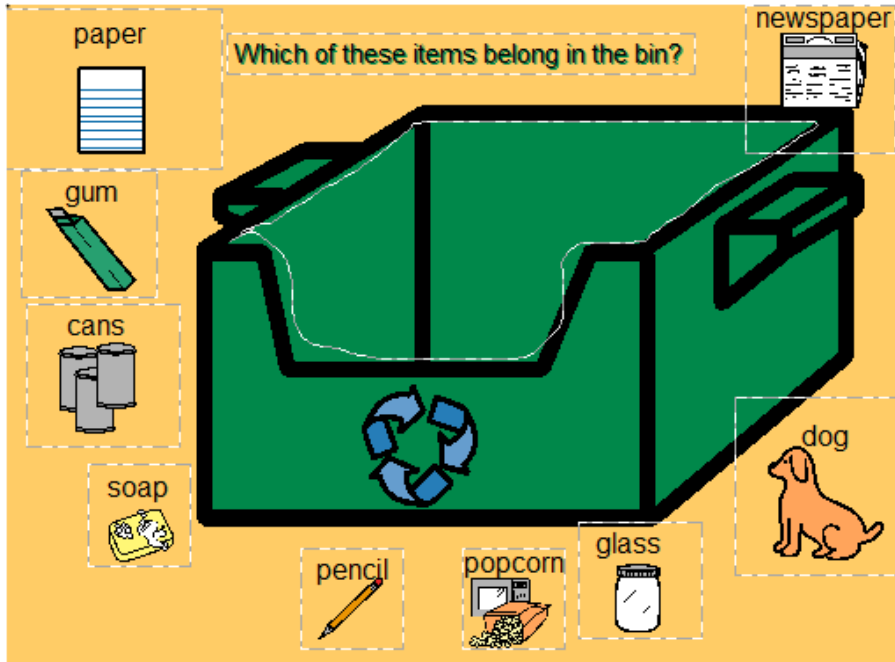
C of S: Answers their own questions

Life Science (L)

S3L2b



Recycling of materials to protect the environment



For real life application, actually do a recycling project in your school or student recycles at home.

C of S: Answers their own questions

Life Science (L)



- S4L1** Students will describe the roles of organisms and the flow of energy within an ecosystem.
- Identify the roles of producers, consumers, and decomposers in a community.
 - Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
- S5L4** Students will relate how microorganisms benefit or harm larger organisms.
- Identify beneficial microorganisms and explain why they are beneficial.

Life Science (L)

S4L1a,b; S5L4a



Name _____ Date _____

Show what you have learned about producers, consumers and decomposers.

Locate each part of the food web using pictures.

Name _____ Date _____

Show what you have learned about producers, decomposers and microorganisms.

Mark the item that is the microorganism.

mushroom bacteria worm

How are microorganisms helpful?

Provide energy Help plants grow

Using character from "How to Eat Fried Worms" to create food webs and producers/consumers/decomposers and microorganisms materials

Life Science (L)

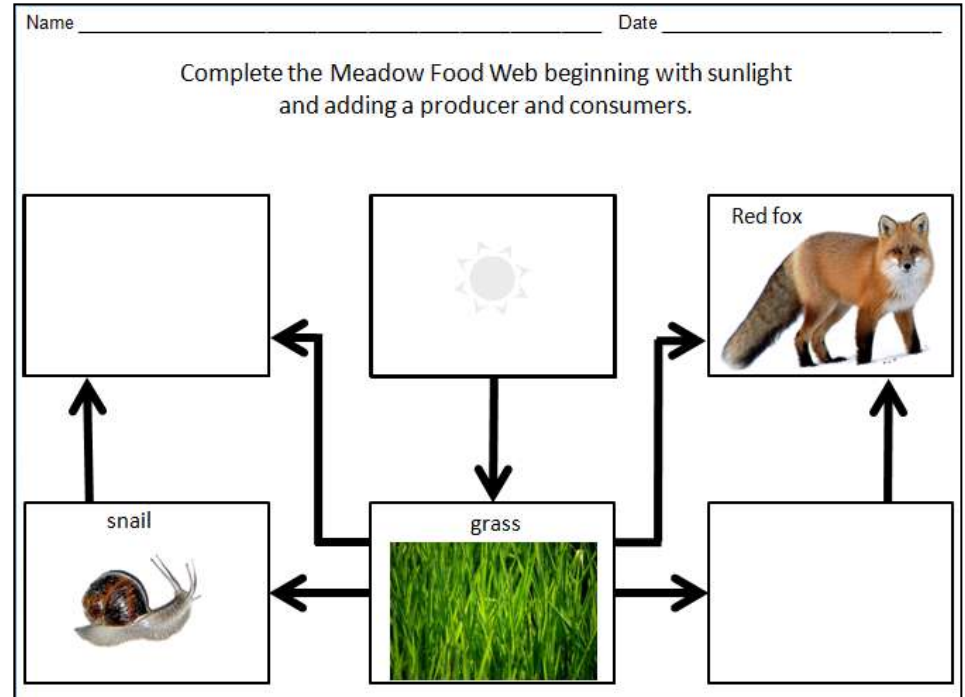


S4L1a,b; S5L4a



Using characters from "Stone Fox" to create food web w/ microorganisms

S4L1b





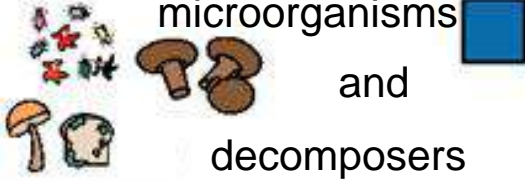
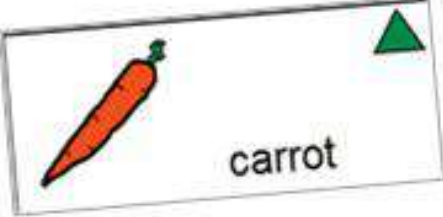
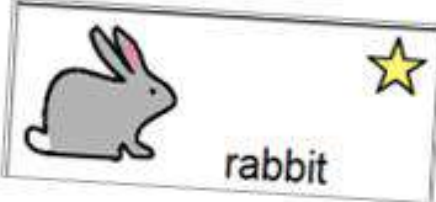
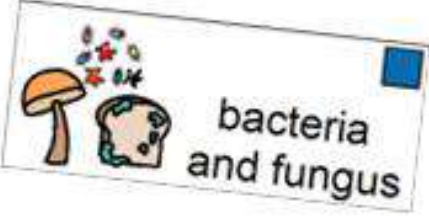
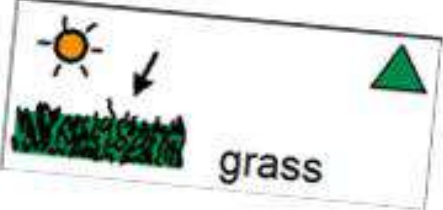
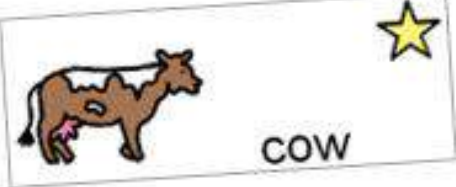




Demonstrate the flow of energy in food web beginning with sun, then including the producer (grass) and consumers

4th Grade C of S: Uses Charts & Graphs

Life Science (L)

S4L1a,b; S5L4a



 <p>producers</p>	 <p>consumers</p>	 <p>microorganisms and decomposers</p>
 <p>carrot</p>	 <p>rabbit</p>	 <p>bacteria and fungus</p>
 <p>grass</p>	 <p>cow</p>	 <p>worm</p>
 <p>leaves</p>	 <p>insects</p>	 <p>mushrooms and bacteria</p>

**4th Grade Character of Science:
Uses charts and graphs**

Life Science (L)



- S4L2** - Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection).
- a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.).

Life Science (L)



S4L2a

Name _____ Date _____

<p>Uses Its Color</p>	<p>Looks Like</p>
<p>Change Color</p>	<p>Same Shape & Color</p>

Use of camouflage for survival

Uses Its Color

Looks Like

Name _____ Date _____

After learning about camouflage, students look at the pictures and decide if the animals are camouflaged by color, shape or both and mark their answer on the chart. Then students cut and paste the pictures to tell what the animal looks like (leaf, grass, tree, etc).

Camouflage

Animal		color	shape	What does it look like?
katydid				
tree frog				
jaguar				
butterfly				

Change Color

C of S: Uses charts & graphs.

Life Science (L)



S5L1 - Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

- a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).

Life Science (L)














S5L1a.







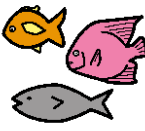
Sorting vertebrates into groups (fish, amphibian, reptile, bird, and mammal).

Name _____ Date _____

Directions: Sort animals (vertebrates) into their correct group: Mammals, Fish, Birds

 MAMMALS 	 FISH 	 BIRDS 
 rabbit  cat	 Koi fish  goldfish  catfish	 Cardinal  Robin

Cut out and use across the top to chart mammals, reptiles, amphibians, bird, and fish and their characteristics.

reptiles	mammals	amphibians	birds
			
			

C of S: Compares physical attributes
(Sort according to fur, feathers, scales)

Life Science (L)



- S5L3** - Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled).
- b. Identify parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus) and determine the function of the parts.

Life Science (L)



S5L3b

C of S:

Identifies parts and makes models

Labeling the parts of plant & animal cells

Making a model of a plant cell

Name _____ Date _____

Create and label the parts of the PLANT CELL

CELL WALL

NUCLEUS

CHLOROPLASTS

CYTOPLASM

CELL MEMBRANE

Name _____ Date _____

Identify the nucleus, cytoplasm and cell membrane of the animal cell.

Nucleus

Cytoplasm

Cell Membrane

Illustration from Kids Discover: Cells, Vol. 13, Issue 10, October 2005

Name _____ Date _____

Name _____ Date _____

are made of

cells

Cells are very small

The mitochondria give the cell energy

The nucleus of the cell is its brain

The cell membrane controls what moves in & out

Plant and animal cells are different

Characteristics of Science Standards

3rd Grade

4th Grade

5th Grade

Characteristics of Science	Characteristics of Science	Characteristics of Science
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~~NA-D~~

Let's wipe out
NA-D Error Codes!

Physical Science (P)



- S3P2** - Students will investigate magnets and how they affect other magnets and common objects.
- a. Investigate to find common objects that are attracted to magnets.

Physical Science (P)

S3P2a



C of S: Records investigations



C of S: Communicates findings of common items that are attracted or not attracted to magnets using AAC



Physical Science (P)

S3P2a



Name: _____ Date: _____

What Will Magnets Pick Up?

 Magnets	 pick up many things.	 metal can
 Magnets	 pick up a	 paper clip
 Magnets	 pick up a	 pair of scissors
 Magnets	 pick up a	 nut & bolt

C of S:
Communicates
findings

Name: _____ Date: _____

What Will Magnets Pick Up?

 pick up many things.	 pick up a	
	 pick up a	
	 pick up a	
	 pick up a	

After completing activities to find which items attract to magnets, students write a report to communicate their findings.

Physical Science (P)



- S4P3** - Students will demonstrate the relationship between the application of a force and the resulting change in position and motion on an object.
- a. Identify simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle).

Physical Science (P)



S4P3a

Name _____ Date _____

Use the T-chart to identify examples of the two simple machines below.

Inclined Planes	Screws
<p>school bus ramp</p>	<p>peanut butter jars & lids</p>
<p>stairs up</p>	<p>light bulbs</p>

C of S: Uses charts & graphs

Name _____ Date _____

Examine the real items as models then mark your answers.

<p>Cutting ribbon</p>	<p>screw</p>	<p>wedge</p>
Which simple machine makes this work easier?		
<p>Moving this type of chair</p>	<p>wheel & axle</p>	<p>lever</p>
Which simple machine makes this work easier?		
<p>Opening a water bottle</p>	<p>wedge</p>	<p>screw</p>
Which simple machine makes this work easier?		
<p>Opening the door</p>	<p>lever</p>	<p>wheel & axle</p>
Which simple machine makes this work easier?		

C of S: Conducts simple investigations

(Student must use the **real items** In order to conduct their investigation)

Physical Science (P)



S5P2 - Students will explain the difference between a physical change and a chemical change.

a. Investigate physical changes by separating mixtures and manipulating (cutting, tearing, folding) paper to demonstrate examples of physical change.

****All 4 pieces of evidence must focus on the same skill – either only separating mixtures or only manipulating paper**

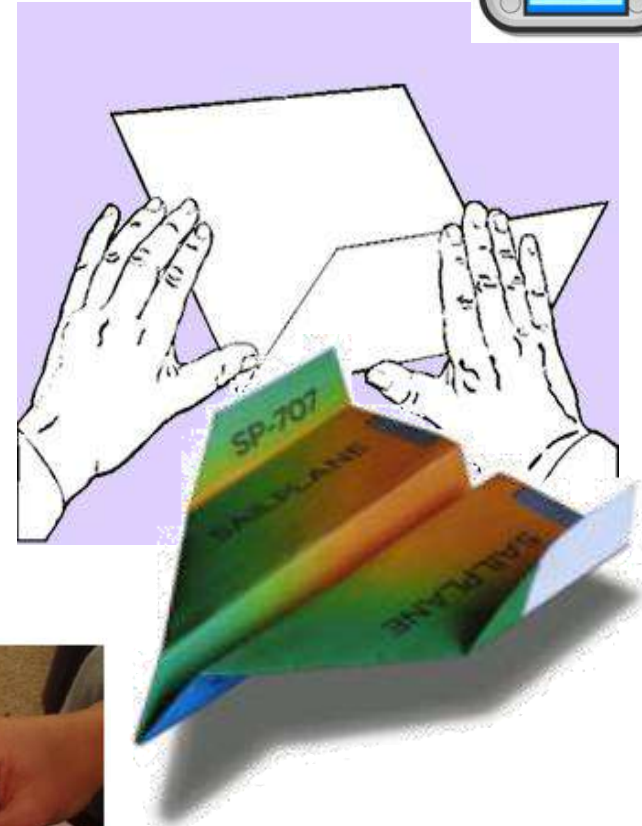
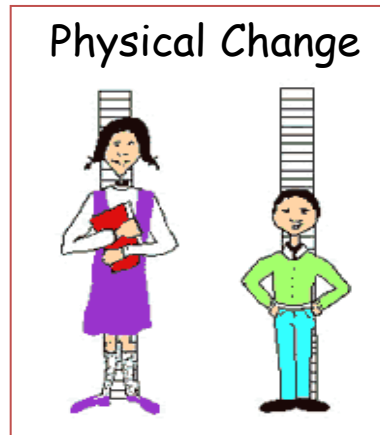
OR

If you want to include both, then you will need activities that include both types of skills for each of the 4 pieces of evidence.

Physical Science (P)



S5P2a



We can tear paper!



Tearing and folding paper to show a physical change with paper.

C of S: Describes changes

Separating coins & nut mixtures then identifying as a physical change

Social Studies

Georgia Performance Standards (GPS)

Examples



Social Studies: Geography (G)



SS3G1 - The student will locate major topographical features of the United States of America.

b. Identify major mountain ranges of the United States of America: Appalachian, Rocky.

SS4G1 - The student will be able to locate important physical and man-made features in the United States.

a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, The Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes

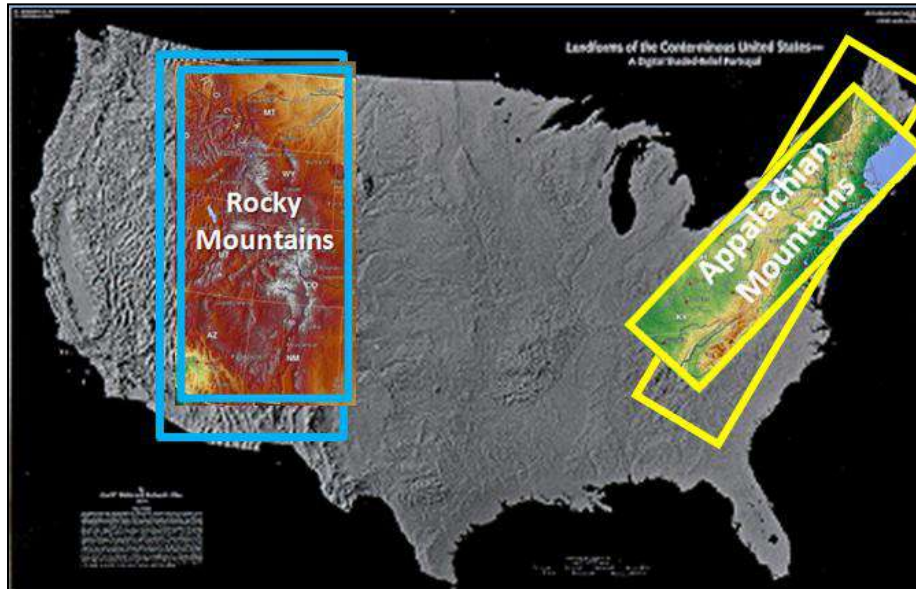
b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.

SS5G1 - The student will locate important places in the United States.

a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and Mojave Desert.

Social Studies: Geography (G)

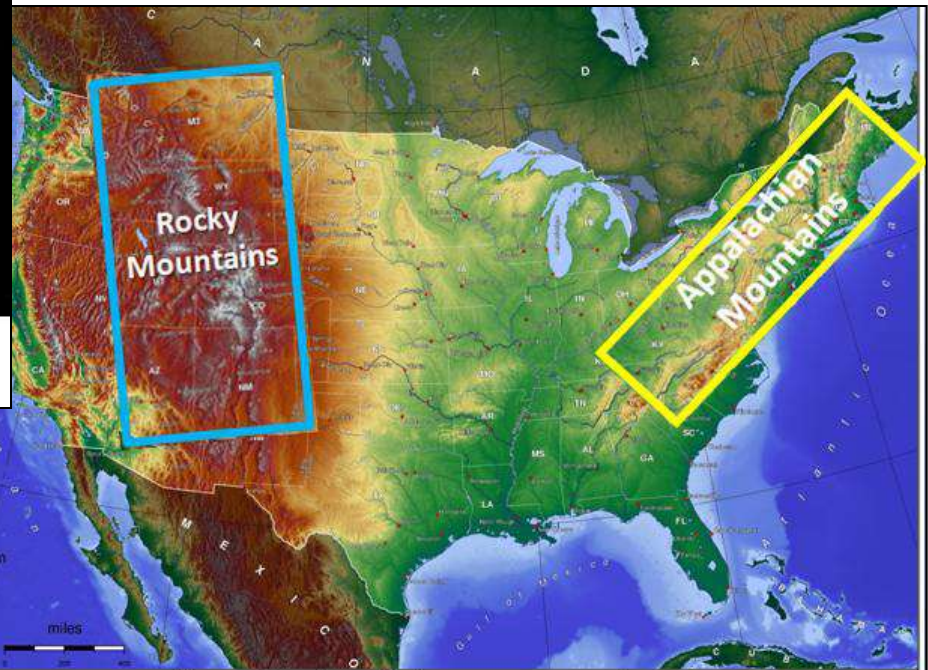
SS3G1b



Find the Rocky and Appalachian Mountains on the map.

Name _____ Date _____

Locate the Rocky Mountain and Appalachian Mountain ranges



Find the Rocky and Appalachian Mountains on the map.

Name _____ Date _____

When it says, "locate or identify" then all 4 pieces of evidence must include maps.

Social Studies: Geography (G)

SS3G1b



Locate the Rocky Mountain and Appalachian Mountain ranges and 1 fact about each on the tactilized map

Social Studies: Geography (G)



SS4G1b

Name _____ Date _____

Find the man-made cities of New York and Philadelphia.
Label each city with one feature found there.

Statue of Liberty,
New York

Liberty Bell,
Philadelphia

Name _____ Date _____

Find the man-made cities of New York and Philadelphia.
Label each city with two features found there.

Brooklyn
Bridge
New York

Liberty,
New York

Liberty Bell,
Philadelphia

Independence
Hall
Philadelphia


Locate cities & man-made features in New York City, Philadelphia

Social Studies: Geography (G)



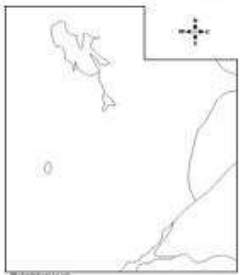

Name _____ Date _____

Which two important physical features are located in the state of **California**?





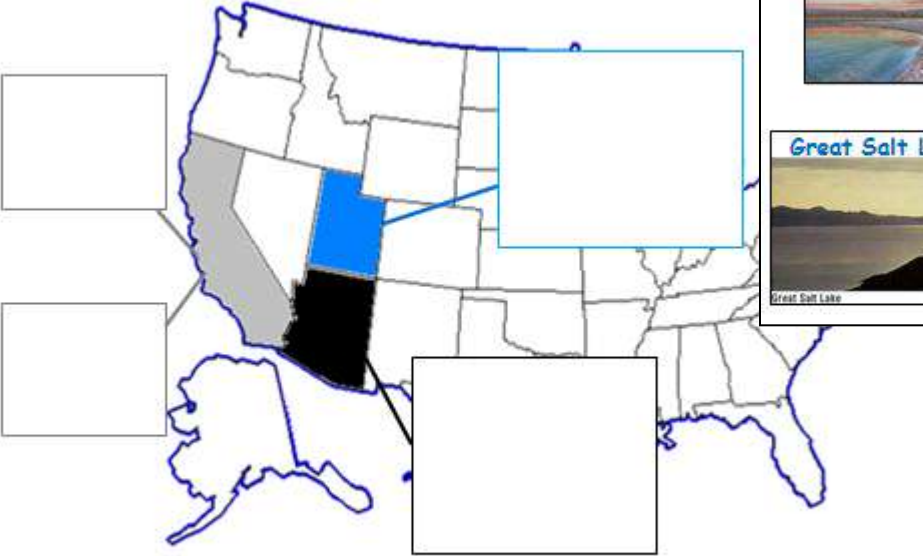
Which important physical feature is located in the state of **Utah**?

SS5G1a

Locate the
Grand Canyon,
Salton Sea,
Great Salt Lake,
and Mojave Desert


Name _____ Date _____






Place the important physical features in the correct states.



Name _____ Date _____

Identify the state in which each important physical feature is located.

Grand Canyon
 is located in 

Mojave Desert
 are located in 

Salton Sea
 are located in 

Great Salt Lake
 is located in 

Social Studies: Geography (G)



SS5G1a



AAC
device to
respond
to tell the
locations
on the map

Using tactile markers to match to locate the
Grand Canyon, Salton Sea, Great Salt Lake, and Mojave Desert

Social Studies: Geography (G)



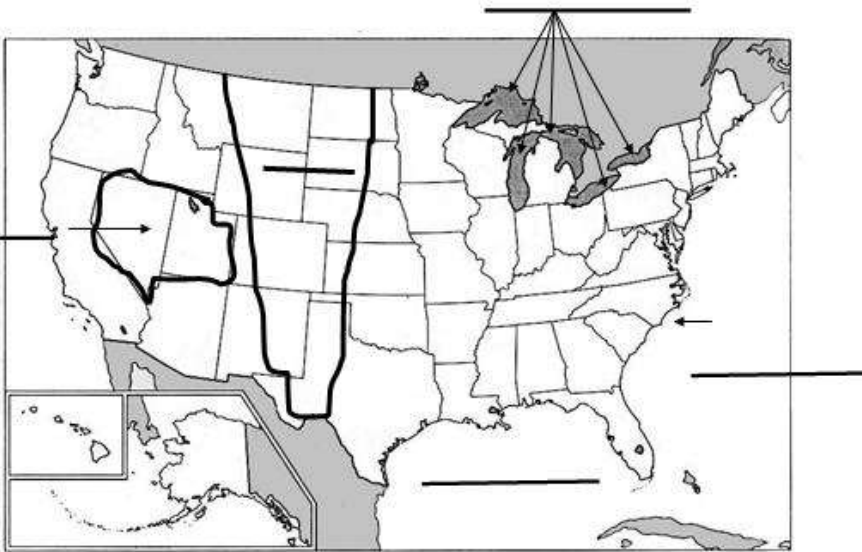
SS4G1a

SS5G1a

Name: _____ Date: _____

Major Physical Features of USA

Directions: locate the major features of USA by cutting and gluing the choices onto designated areas on the map.



Locating physical features
across the United States

Name: _____ Date: _____

Direction: Circle the correct answers.

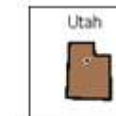
1. In what state is the 'Grand Canyon' located?



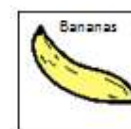
2. Where is the 'Mojave Desert' located?



3. In what state is the 'Great Salt Lake' located?



4. What is California known for?



Social Studies: History (H)



SS3H2 -The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.

- a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights).










Social Studies: History (H)




SS3H2a

Name: _____ Date: _____


Choose three facts for each individual, paste below individual.

<p>Frederick Douglass</p> 	<p>FDR</p> 	<p>Cesar Chavez</p> 
<p>Dressed as a sailor to escape</p> 	<p>President during the Great Depression</p> 	<p>Organized farm workers</p> 
<p>Beaught torread by Mrs. Auld</p> 	<p>The New Deal</p> 	<p>American Farm workers</p> 

Eleanor Roosevelt




Thurgood Marshall




I fought for human rights through the United Nations.

Who am I?



Paul Revere



Eleanor Roosevelt

Americans who have expanded rights & freedoms

Social Studies: History (H)



SS4H1 The student will describe how early Native American cultures developed in North America.

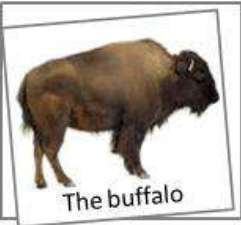
b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.

Social Studies: History (H)




SS4H1b

Name _____ Date _____
How did Native Americans use their environment to obtain food, clothing, and shelter?



The buffalo

was the most important animal for the Pawnee people.





moccasins


The Pawnee wore _____ made of buffalo hide to keep their feet warm.



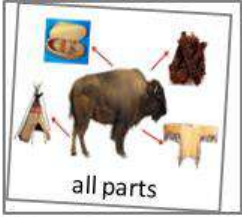

Name _____ Date _____
How did Native Americans use their environment to obtain food, clothing, and shelter?



The Pawnee used buffalo hide when _____ made from they hunted.




teepees



all parts

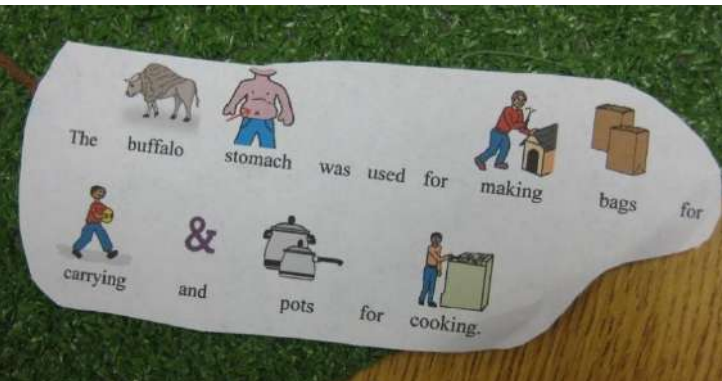
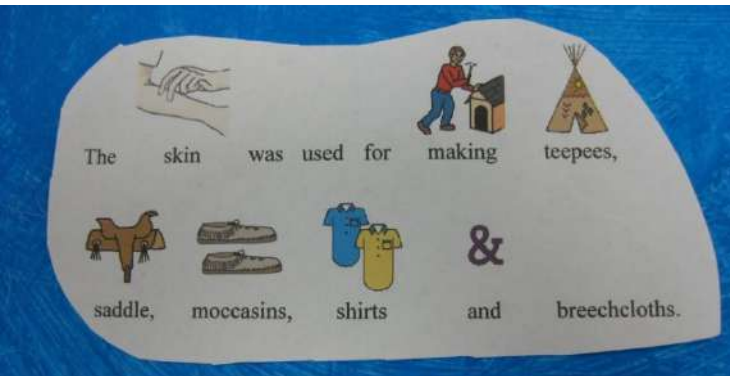
The Pawnee used _____ of the buffalo they caught.



Answering the question, "How did Native Americans use their environments to obtain, food, clothing and shelter" with focus on the buffalo.

Social Studies: History (H)

SS4H1b



Using tactile items and preprinted picture sentences to identify uses of a buffalo

Social Studies: History (H)



SS4H3 The student will explain the factors that shaped British colonial America.

(a) Compare and Contrast life in New England, Mid Atlantic and Southern Colonies.

Social Studies: History (H)

SS4H3a



Education

- The **New England** Colonists taught children to read. Only boys were allowed to go to grammar school and college; girls were not allowed to go to school.
- **Middle** Colonists had private schools based on their religion. Girls were not allowed to attend unless they were Quakers.
- **Southern** Colonists were taught at home by private tutors. When they became teenagers, they went to college or sent to Europe. Girls were not allowed to go to school.

Religion



- The **New England** colonists were largely **Puritans**, who led very strict lives.



- The **Middle** colonists were a mixture of religions, including Quakers (led by **William Penn**), Catholics, Lutherans, Jews, and others.



- The **Southern** colonists had a mixture of religions as well, including Baptists and Anglicans.



Compare and Contrast life in New England, Mid-Atlantic and Southern Colonies.

Name _____ Date _____

What characteristic of education was common across all colonies?



Only boys went to school



Students had private tutors



Boys went to Europe for college

Which of the following religions was widespread across New England?



Baptist



Puritans



Catholic

Social Studies: History (H)



SS4H6: The student will explain westward expansion of America between 1801 and 1861.

- a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

Social Studies: History (H)



Name _____ Date _____

What dangers did the pioneers face on the Oregon Trail?

Blizzards

Indians

Prairie fires

Broken wagons

SS4H6a

Using pictures and pre-printed descriptions to give details about the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas, Oregon Trail, and the California Gold Rush

Name _____ Date _____

Give two details about the Gold Rush.

People hunted for gold. Many became very rich.

During the Gold Rush, California became a state in 1850.

Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples

Definition

Americans wanted to:
Explore new places in America

Build new cities

Quote(s)

"After every matter arranged, we left the banks of St. Charles with cheers from the crowd...into unknown civilization..."

— Meriwether Lewis and William Clark, May 23, 1804

Topic

Westward Expansion

Facts/Details/Examples

The United States bought new land for \$15 million.

Lewis and Clark set out to explore new lands.

The California Gold Rush brought people to the West.

The Oregon Trail was a pathway to the West.

Non-Examples

Explore space

President Washington

Thirteen original colonies

Westward Expansion materials created by Susan Murray, Columbia County Schools using Adapted from World created by Jessie Moreau, MI 62, NECT

Social Studies: History (H)




- SS5H8** - The student will describe the importance of key people, events, and developments between 1950-1975.
- b. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.

Social Studies: History (H)




SS5H8b


Civil Rights Leaders from 1950 - 1975




Led marches for civil rights




Gave speech "I have a Dream"



Martin Luther King, Jr.



Awarded Nobel Peace Prize




Shot and killed by James Earl Ray


Name _____

Date _____


Read about Rosa Parks then include 4 facts/details about her role in the Civil Rights movement.




A famous civil rights leader




Sat at the front of the bus



Rosa Parks



Arrested for sitting at front of bus



Honored by President Clinton

Name _____ Date _____

Research about someone from the Civil Rights Movement then write 4 facts/details about his/her role in the Civil Rights Movement.

Name & Picture	Fact
	Fact
Fact	Fact Picture
Fact	

Works for Social Studies,
Informational Text, and
Informative Writing

Social Studies: History (H)



SS5H8b

Brown Vs Dept of Ed



Thurgood worked successfully to end segregation when he took the case, Brown vs Department of Education in Topeka, Kansas.



Every January we have a holiday to help us remember Martin and his dream. It is called "Martin Luther King Day".

1st Black Supreme Court Judge



Thurgood Marshall became the first African American judge appointed to the Supreme Court.

Brown v. Board of Education

- This ruling was important for all African Americans. This ruling helped start African Americans on the road to civil rights.



Social Studies: Civics & Government (CG)



SS3CG1 - The student will explain the importance of the basic principles that provide the foundation of a republican form of government.

b. Name the 3 levels of government (national, state, local) and the 3 branches of government in each (executive, legislative, and judicial), including the names of the legislative branch (Congress, General Assembly, county commission, or city council.)

Social Studies: Civics & Government (CG)



SS3CG1b

Name: _____ Date: _____

Directions: Fill in the blanks with the names of the 3 branches of the United States Government.

The 3 Branches of Government

Identify the 3 branches
of the
United States Government

Name _____ Date _____

Identify the members of the United States Government

CONSTITUTION

The U.S. Capitol

The White House

The Supreme Court

LEGISLATIVE

EXECUTIVE

JUDICIAL

Congress

President

Vice-President

Supreme Court

Supreme Court

President

Vice-President

Congress

Social Studies: Civics & Government (CG)



SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution.

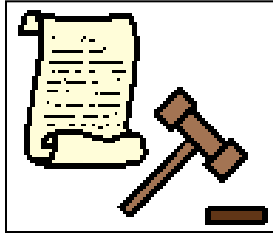
b. Explain the freedoms granted by the Bill of Rights

Social Studies: Civics & Government (CG)



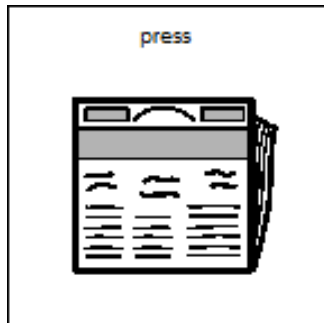
SS5CG1b

Name _____ Date _____

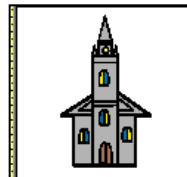


The Bill of Rights Promises Us Freedoms:

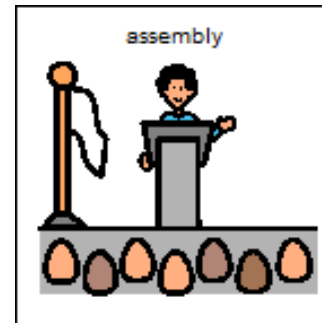
Freedom of the Press



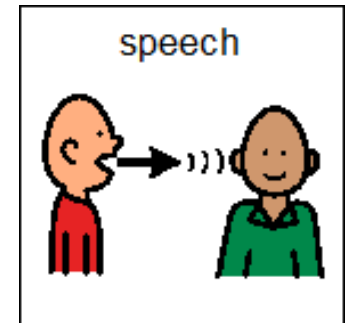
Freedom of Religion



Freedom of Assembly



Freedom of Speech



Social Studies: Economics (E)



- SS3E3 - The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties
- a. Describe the interdependence of consumers and producers of goods and services.
 - c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

Social Studies: Economics (E)

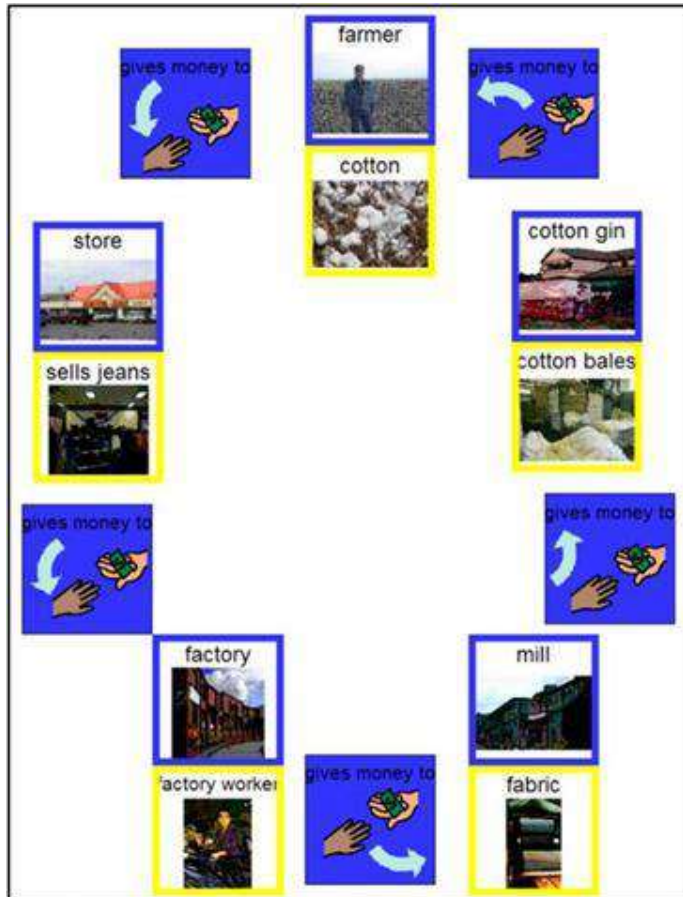


SS3E3a



The farmer in the jeans,
the farmer in the jeans.
this is how the cycle goes,
the farmer in the jeans.

Using music to teach
the interdependence
of producers and consumers



The farmer grows the crop.
There's cotton in the fields.
This is how the cycle goes,
the farmer grows the crop.



What
happens
next?

Social Studies: Economics (E)

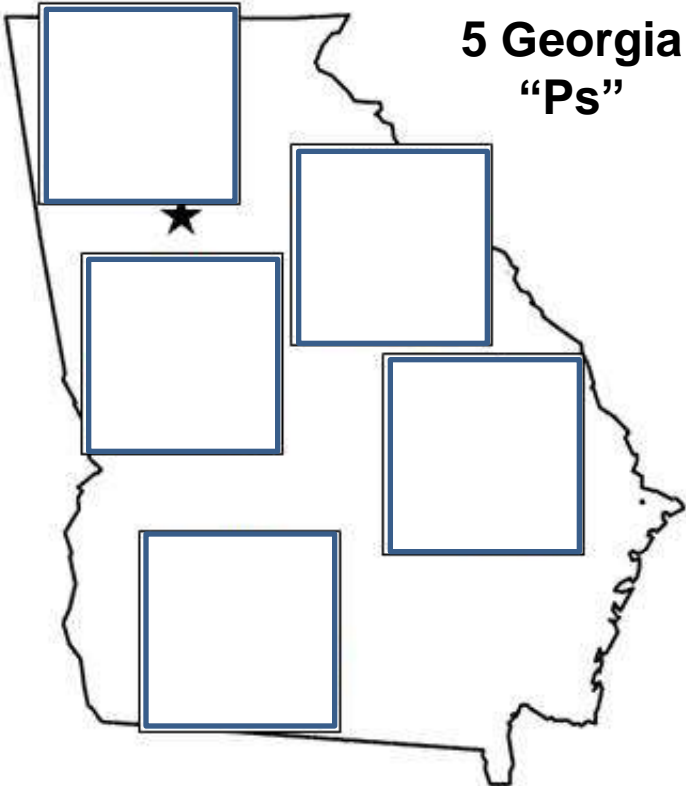


SS3E3c

Name _____ Date _____

Show products that are produced in Georgia.


5 Georgia "Ps"






Many products come from Georgia.

Name _____ Date _____


There are many pine trees in Georgia.






What products are made using Georgia pine trees?

<p>turpentine</p> 	<p>lumber</p> 	<p>paper products</p> 
---	---	---

Georgia produces materials mined from the ground.



What products are mined from Georgia's earth?

<p>gravel</p> 	<p>granite</p> 	<p>kaolin</p> 
---	--	---

Georgia grown and produced - things made locally

Social Studies: Economics (E)



SS3E3c

Name _____ Date _____

Show products that are produced in Georgia.

Pine trees

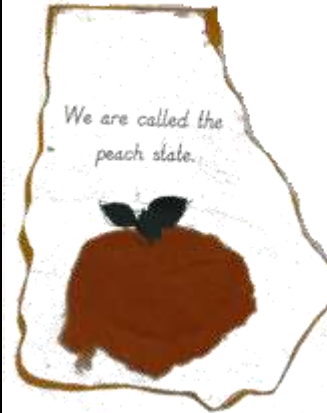
poultry

pecans

peaches

peanuts

Many products come from Georgia.



Name _____ Date _____

There are many pine trees in Georgia.

What products are made using Georgia pine trees?

<p>turpentine</p>	<p>lumber</p>	<p>paper products</p>
-------------------	---------------	-----------------------

Georgia produces materials mined from the ground.

What products are mined from Georgia's earth?

<p>gravel</p>	<p>granite</p>	<p>kaolin</p>
---------------	----------------	---------------

Georgia grown and produced - things made locally

Social Studies: Economics (E)





SS3E4 The student will describe the costs and benefits of personal spending and saving choices

SS4E2, SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.


Social Studies: Economics (E)




Name _____ Date _____

 I need 


home





water




food




 I want 


Camp Rock DVD



toys



basketball




Name _____ Date _____


Part of budgeting is determining what you need and what you want and which one you need to buy first. After you bought the things you need, you can look at the money that is left to buy things you want. Look at the questions below to put a dot on what you need.

1. You go to Wendy's for dinner. What do you need to buy first?

chicken nuggets




Frosty




2. You go to Walmart to buy new winter clothes. What do you need to buy first?

Camp Rock DVD




coat




3. You go to Publix to buy groceries. What do you need to buy first?

groceries




candy




4. You go to Target to buy school supplies. What do you need to buy first?

robot



markers



Budgeting based upon needs and wants.

Social Studies: Economics (E)





Using realistic money to determine if enough in budget to make purchase

Determining needs and wants with pictures of real age appropriate items





Social Studies: Economics (E)





 Name: _____  Date: _____

EARN, SAVE, SPEND ACCOUNT


 Amount Earned: _____

 +
 Amount Earned: _____

 =
 Total Earnings: _____



 -
 Purchase amount: _____

ES/MS activities: place label or picture of item purchased here.



 =
 Total Savings: _____

Name _____ Date _____



Earn, Save, Spend Shopping Experience


 


1. How much money have you earned?


 


2. What did you buy?

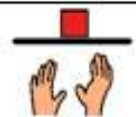
  3. Did it cost a little or a lot?



 little


 lot

 4. Was it a need or a want?


 need


 want

 5. Do you have any change for your savings?

+
-

Making purchases and/or going shopping for real life application.

Social Studies: Economics (E)



You go the mall to buy your father a tie. What should you buy first?



You go to Kroger to buy milk. Which should you buy first?










You go Publix to buy apples. Which item should you buy first?



Making Spending & Saving Decisions

Name _____ Date _____

Identify each picture as income, spending, or saving and place it in the correct column







 income	 spending	 saving
 Unload dishwasher Earn \$2	 Buy lunch \$4.00	 Save \$1
 Empty trash Earn \$2	 Buy a drink \$1.00	



Social Studies: Economics (E)



- Using stickers to write money amounts earned
- Counting earnings using a jig
- Interaction in another setting (cafeteria)
- Interaction with volunteer to purchase ice cream

SAVINGS ACCOUNT	
 Name: _____	
// // Date: _____	 Amount: _____
// // Date: _____	 + Amount: _____
// // Date: _____	 + Amount: _____
// // Date: _____	 + Amount: _____
// // Date: _____	 + Amount: _____
	=
	Total Weekly Savings: _____

