






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>I Can Statement:</i>	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> uses a variety of sources to access information.   (21st -T) understands how cultures help shape individuals and communities. 	<p>I can...</p> <ol style="list-style-type: none"> use different sources to get information. give an example of how culture can shape how people live, work, and play. 	<ol style="list-style-type: none"> Use available print and electronic sources to get information and discuss/record new understandings. i.e. Student creates an account of segregation and cites at least 3 sources that informed the account. Or in small groups children analyze a historic image or document from the segregation, industrialization, or Cedar Rapids Unit. Write a piece describing how BruceMoro, or African American Museum reflect cultural heritage (quick write, thank you note, descriptive four-box, web or lotus). Students reflect in journals about experiences they might have had if they had lived during the Jim Crow era.

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<p>Economics – The student will understand the production, distribution, and consumption of goods and services. (21st -F)</p> <p>Culture; People, Places, & Environments; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections Standards (National Council of Social Studies)</p>		
Student Learning Expectation:	<i>I Can Statement:</i>	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> 1. understands how goods and services are and have been produced. 2. understands how technology has changed production of goods over time. (21st -T) 3. identifies goods produced in our community that are part of the global economy. 	<p>I can...</p> <ol style="list-style-type: none"> 1. explain different ways goods and services are and have been produced. 2. draw and describe how technology has changed production of goods over time. 3. identifies goods produced in our community that are used around the world. 	<ol style="list-style-type: none"> 1. Free response or final book chapter, Venn diagram comparing two methods of producing a product, write sample compare and contrast two methods of producing a product including advantages and disadvantages of each (Treasures Unit 5 or 6), formative assessment following the assembly line activity – student responses in class discussion or exit slip responses. 2. Split page graphic organizer with drawings and captions illustrating production methods such as textiles, steel and meat both before and after technological innovations. 3. Draw and/or list goods that are produced in our community that are used around the world.

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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... 1. understands the components of atlases, maps and other geographic resources and how they are used to identify physical and historical/cultural features. (21 st -T) 2. identifies how physical and cultural features define a region. 3. understands how human changes to the environment can produce positive and negative consequences.	I can... 1. a. identify and use the parts of atlases, maps, and globes. b. identify and use the symbols to show physical and historical features on maps. 2. describe how physical and cultural features define a region. 3. explain how humans can have a positive and/or negative impact on their culture and/or environment.	1. a. Using location and place of 5 themes of geography, label one or more of the maps found in Exploring Where & Why Unit 6. Match products such as textiles, steel, cotton, oats and meat with their historic places of production on a U.S map. Describe why the industries were situated in those places. b. Draw map symbols to represent physical and historical/cultural features found in Exploring Where & Why activity sheet 2. Color and label the United States map to show physical and cultural features of regions. Technology option: research a region and create a travel brochure using ReadWriteThink Printing Press . Using location and place of the 5 Geography themes, label one or more map(s). Identify the Mason-Dixon line, Union, and Confederate states, draw symbols to represent the elements and a map key. 3. Complete the “Human-Environment Interaction” (theme 3 of geography) and lessons from the industrialization unit.

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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; Civic Ideals and Practices Standard (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. describes how the same event in history can affect people differently. (21 st -F, E, T) 2. Identifies key historical events to present day. (21 st -C) 3. describes how cultural groups and individuals influence our city over time.	I can... 1. explain how the same event in history can affect people differently. 2. identify key historical events that connect to present day events. 3. describe how cultural groups and individuals influence our city over time.	1. Create a T-chart listing the positive and negative effects of a historical event or movement in the segregation or industrialization units. 2. Provide students with a current event related to one of the BHH history units and ask them to identify related events on the timeline 3. Create a 3-flap booklet describing the families of Brucemore and their influence on Cedar Rapids. Write a newspaper article about the influence of the African-American Culture on Cedar Rapids. This could be done on-line using ReadWriteThink Printing Press . Culminating chapter book. Free response writing on life as a child in pre-slavery Africa, in slavery, and in the Segregation era.

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<p>History – The student will understand the study and analysis of the past and how it can impact current and future events.</p> <p>Culture; Time, Continuity, and Change; Civic Ideals and Practices Standard (National Council of Social Studies)</p>		
<p>Student Learning Expectation:</p>	<p><i>I Can</i> Statement:</p>	<p>Ideas Regarding Acceptable Evidence of Student Learning:</p>
<p>The student...</p> <p>4. understands how a city fulfills its wants and needs through the movement of people and products. (21st -E)</p> <p>5. understands how changes in technology have impacted the development of local businesses. (21st -T)</p>	<p>I can...</p> <p>4. explain how a city fulfills its wants and needs through the movement of people and products.</p> <p>5. explain how changes in technology have impacted the development of local businesses.</p>	<p>4. List five or more ways that a city’s wants and needs are fulfilled through movement of people and products. Culminating chapter book. Free response writing on work and life before widespread industrialization and after. You may wish to focus students on certain industries such as textiles, steel, etc.</p> <p>5. Create a T-chart with the question “How has technology changed services and goods?” headings: technology/change to services & goods (example: scanner at Hy-Vee allows more customers to be served at a quicker rate with greater accuracy)</p>

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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. (21st – C) Power, Authority, and Governance; Civic Ideals and Practices Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. understands the purpose of a Constitution and why it changes. 2. understands the election process of local governments. (21 st –E, C)	I can... 1. explain why we have a Constitution and why it changes. 2. describe the election process of local governments.	1. Place the 13th and 15th Amendments on a timeline and explain what they did. In the Segregation unit, children create classroom rules and sign the document. 2. Use a Quick write, a lotus or a list showing which officials citizens elect in local governments. Each student places documents and images on timeline to depict the chronological order of historical voting rights' events.

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