

A Correlation of
Population Connection Materials

from

Sharing a Small World:
Environmental Activities for Young Learners

to

Georgia Performance Standards

Organized by:

1. Subject

2. Grade

3. Standard

4. Population Connection Activity

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English Language Arts

Kindergarten

COMPREHENSION

ELAKR6. The student gains meaning from orally presented text. The student

- b. Makes predictions from pictures and titles.

Earth Cookie

Web of Life

Who Polluted the River?

- g. Connects life experiences to read-aloud text.

Who Polluted the River?

Sharing a Small World

LISTENING/SPEAKING/VIEWING

ELAKLSV1. The student uses oral and visual skills to communicate. The student

- a. Listens and speaks appropriately with peers and adults.

The Bare Necessities

Go Fish!

Our Town

Web of Life

Who Polluted the River?

- b. Follows two-part oral directions.

The Bare Necessities

Creatures in Motion

Crowding Can Be Seedy

Earth Cookie

Go Fish!

Lend a Hand to the Earth

Our Town

Web of Life

Who Polluted the River?

- e. Describes people, places, things, locations, and actions.

The Bare Necessities

Earth Cookie

Our Town

Web of Life

Who Polluted the River?

Grade One

LISTENING/SPEAKING/VIEWING

ELA1LSV1. The student uses oral and visual strategies to communicate. The student

- b. Recalls information presented orally.

Earth Cookie

Web of Life

Who Polluted the River?

- c. Responds appropriately to orally presented questions.

The Bare Necessities

Creatures in Motion

Crowding Can Be Seedy

Earth Cookie

Go Fish!

Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
Web of Life
Who Polluted the River?

Grade Four

LISTENING, SPEAKING, AND VIEWING

ELA4LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.
Earth Cookie
- i. Responds appropriately to comments and questions.
Earth Cookie
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
Earth Cookie

Grade Five

LISTENING, SPEAKING, AND VIEWING

ELA5LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.
Earth Cookie
- i. Responds appropriately to comments and questions.
Earth Cookie
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
Earth Cookie

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.
Who Polluted the River?

Mathematics

Kindergarten

NUMBERS AND OPERATIONS

MKN1. Students will connect numerals to the quantities they represent.

- a. Count a number of objects up to 30.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!

- e. Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!

DATA ANALYSIS AND PROBABILITY

MKD1. Students will pose information questions, collect data, organize, and record results using objects, pictures, and picture graphs.

Earth Cookie

PROCESS SKILLS

MKP2. Students will investigate, develop, and evaluate mathematical arguments.

Go Fish!
Earth Cookie

MKP4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!

MKP5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Earth Cookie

Grade One

NUMBER AND OPERATIONS

M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

- b. Correctly count and represent the number of objects in a set using numerals.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!

DATA ANALYSIS AND PROBABILITY

M1D1. Students will create simple tables and graphs and interpret them.

- a. Interpret tally marks, picture graphs and bar graphs.

Earth Cookie

- b. Organize and record data using objects, pictures, tally marks, and picture graphs.

Earth Cookie

PROCESS SKILLS

M1P1. Students will solve problems that arise in mathematics and in other contexts.

- b. Solve single step routine word problems related to all appropriate first grade math standards.

Earth Cookie

M1P2. Students will investigate, develop, and evaluate mathematical arguments.

Earth Cookie

Go Fish!

M1P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Creatures in Motion

Crowding Can Be Seedy

Earth Cookie

Go Fish!

M1P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Earth Cookie

Grade Two

NUMBERS AND OPERATIONS

M2N4. Students will understand and compare common fractions with small denominators.

a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.

Earth Cookie

DATA ANALYSIS AND PROBABILITY

M2D1. Students will create simple tables and graphs and interpret their meaning.

a. Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results.

Earth Cookie

b. Know how to interpret picture graphs, Venn diagrams, and bar graphs.

Earth Cookie

PROCESS SKILLS

M2P1. Students will solve problems that arise in mathematics and in other contexts.

b. The student will solve single step routine word problems related to all appropriate second grade math standards.

Earth Cookie

M2P2. Students will be able to investigate, develop, and evaluate mathematical arguments.

Earth Cookie

Go Fish!

M2P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Creatures in Motion

Crowding Can Be Seedy

Earth Cookie

Go Fish!

M2P5. Students will be able to create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Earth Cookie

Grade Three

NUMBER AND OPERATIONS

M3N5. Students will understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations.

d. Know and use decimal fractions and common fractions to represent the size of parts created by equal divisions of a whole.

Earth Cookie

g. Solve problems involving fractions.

Earth Cookie

PROCESS SKILLS

M3P1. Students will solve problems that arise in mathematics and in other contexts.

a. Solve non-routine word problems using the strategy of logical reasoning as well as all strategies learned in previous grades.

Earth Cookie

b. Solve single and multi-step routine word problems related to all appropriate third grade math standards.

Earth Cookie

M3P2. Students will investigate, develop, and evaluate mathematical arguments.

Earth Cookie

M3P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Earth Cookie

M3P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Earth Cookie

Grade Four

DATA ANALYSIS

M4D1. Students will gather, organize, and display data according to the situation and compare related features.

a. Represent data in bar, line and pictographs.

Earth Cookie

Science

Kindergarten

HABITS OF MIND

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

Creatures in Motion

Crowding Can Be Seedy

Web of Life

Who Polluted the River?

SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Use whole numbers for counting, identifying, and describing things and experiences.

Creatures in Motion

Crowding Can Be Seedy

Go Fish!

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

Earth Cookie

Who Polluted the River?

- b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing “Follow the Leader” and noting the changes.)

Creatures in Motion

Crowding Can Be Seedy

Web of Life

Who Polluted the River?

SKCS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

Creatures in Motion

Crowding Can Be Seedy

Go Fish!

Web of Life

Who Polluted the River?

NATURE OF SCIENCE

SKCS6. Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. In doing science, it is often helpful to work with a team and to share findings with others.

Creatures in Motion

Crowding Can Be Seedy

Go Fish!

Web of Life

Who Polluted the River?

Grade One

HABITS OF MIND

SICS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

Crowding Can Be Seedy
Earth Cookie
Go Fish!
Web of Life
Who Polluted the River?

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!

- b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.

Crowding Can Be Seedy

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

Earth Cookie
Web of Life
Who Polluted the River?

- b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

Creatures in Motion
Crowding Can Be Seedy
Web of Life
Who Polluted the River?

S1CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!
Web of Life
Who Polluted the River?

- c. Use simple pictographs and bar graphs to communicate data.

Earth Cookie

LIFE SCIENCE

S1L1. Students will investigate the characteristics and basic needs of plants and animals.

- a. Identify the basic needs of a plant.

- Air
- Water
- Light
- Nutrients

Crowding Can Be Seedy
Web of Life

- b. Identify the basic needs of an animal.

- Air

- Water
 - Food
 - Shelter
- Web of Life

INTERDEPENDENCE OF LIFE

S1L1a,b,c. Animals eat plants or other animals for food and may also use plants (or even other animals) for shelter and nesting.

Web of Life

Grade Two

HABITS OF MIND

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Web of Life
Who Polluted the River?

S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

Earth Cookie
Web of Life
Who Polluted the River?

c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

Creatures in Motion
Crowding Can Be Seedy
Web of Life
Who Polluted the River?

S2CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!
Web of Life
Who Polluted the River?

c. Use simple pictographs and bar graphs to communicate data.

Earth Cookie

THE NATURE OF SCIENCE

S2CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.

Creatures in Motion
Crowding Can Be Seedy
Go Fish!
Web of Life
Who Polluted the River?

EARTH SCIENCE

S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes.

a. Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people.

Web of Life
Who Polluted the River?

PHYSICAL SCIENCE

S2P2. Students will identify sources of energy and how the energy is used.

a. Identify sources of light energy, heat energy, and energy of motion.

Web of Life

b. Describe how light, heat, and motion energy are used.

Web of Life
Who Polluted the River?

FLOW OF MATTER AND ENERGY

S1L3b. Many materials can be recycled and used again, sometimes in different forms.

Web of Life

Grade Three

HABITS OF MIND

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

b. Offer reasons for findings and consider reasons suggested by others.

Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Web of Life
Who Polluted the River?

S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Observe and describe how parts influence one another in things with many parts.

Web of Life

b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.

Crowding Can Be Seedy
Earth Cookie
Web of Life
Who Polluted the River?

S3CS5. Students will communicate scientific ideas and activities clearly.

c. Use numerical data in describing and comparing objects and events.

Earth Cookie

S3CS6. Students will question scientific claims and arguments effectively.

- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

Sharing a Small World

S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Creatures in Motion

Crowding Can Be Seedy

Earth Cookie

Go Fish!

Web of Life

Who Polluted the River?

- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

Crowding Can Be Seedy

Go Fish!

Web of Life

Who Polluted the River?

LIFE SCIENCE

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

- d. Explain what will happen to an organism if the habitat is changed.

Web of Life

Who Polluted the River?

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.

Web of Life

Who Polluted the River?

- b. Identify ways to protect the environment.

- Conservation of resources
- Recycling of materials

Web of Life

Who Polluted the River?

INTERDEPENDENCE OF LIFE

S3L1b and S4L1a. Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.

Web of Life

Who Polluted the River?

Grade Four

HABITS OF MIND

S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- c. Offer reasons for findings and consider reasons suggested by others.

Crowding Can Be Seedy

Earth Cookie

S4CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

Earth Cookie

S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.

Earth Cookie

- c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.

Crowding Can Be Seedy

S4CS5. Students will communicate scientific ideas and activities clearly.

- c. Use numerical data in describing and comparing objects and events.

Crowding Can Be Seedy

Earth Cookie

THE NATURE OF SCIENCE

S4CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Crowding Can Be Seedy

Earth Cookie

LIFE SCIENCE

S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

- b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

Web of Life

- c. Predict how changes in the environment would affect a community (ecosystem) of organisms.

Web of Life

- d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

Crowding Can Be Seedy

Web of Life

INTERDEPENDENCE OF LIFE

S3L1b and S4L1a. Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.

Web of Life

Who Polluted the River?

Grade Five

HABITS OF MIND

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Keep records of investigations and observations and do not alter the records later.

Earth Cookie

- c. Offer reasons for findings and consider reasons suggested by others.

Crowding Can Be Seedy
Earth Cookie

S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.
Earth Cookie

S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.
Crowding Can Be Seedy

S5CS5. Students will communicate scientific ideas and activities clearly.

- c. Use numerical data in describing and comparing objects and events.
Earth Cookie

S5CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Crowding Can Be Seedy
Earth Cookie

- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

Earth Cookie

Grade Six

HABITS OF MIND

S6CS3. Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

- d. Draw conclusions based on analyzed data.
Who Polluted the River?

S6CS4. Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

- b. Estimate the effect of making a change in one part of a system on the system as a whole.
Who Polluted the River?

S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity.

Who Polluted the River?

THE NATURE OF SCIENCE

S6CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations are conducted for different reasons. They usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations.

Who Polluted the River?

THE EARTH

S6E5i. The benefits of the earth's resources—such as fresh water, air, soil, and trees—can be reduced by using them wastefully or by deliberately or inadvertently destroying them. The atmosphere and the oceans have a limited capacity to absorb wastes and recycle materials naturally. Cleaning up polluted air, water, or soil or restoring depleted soil, forests, or fishing grounds can be very difficult and costly.

Who Polluted the River?

PROCESSES THAT SHAPE THE EARTH

S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

Who Polluted the River?

Grade Seven

HABITS OF MIND

S7CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

Who Polluted the River?

S7CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

Who Polluted the River?

THE NATURE OF SCIENCE

S7CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Who Polluted the River?

INTERDEPENDENCE OF LIFE

S7L4de and S7L4f. In all environments—freshwater, marine, forest, desert, grassland, mountain, and others—organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. In any particular environment, the growth and survival of organisms depend on the physical conditions.

Who Polluted the River?

Grade Eight

HABITS OF MIND

S8CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

Who Polluted the River?

S8CS9. Students will understand the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Who Polluted the River?

Social Studies

Kindergarten

HISTORICAL UNDERSTANDINGS

SSKH3. The student will correctly use words and phrases related to chronology and time to explain how things change.

- a. Now, long ago.
 - Our Town
 - Who Polluted the River?

- b. Before, after.
 - Our Town
 - Who Polluted the River?

- g. Past, present, future.
 - Our Town
 - Who Polluted the River?

GEOGRAPHIC UNDERSTANDINGS

SSKG2. The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

- a. Differentiate land and water features on simple maps and globes.
 - Earth Cookie
 - Our Town

- c. Explain that maps and globes show features in a smaller size.
 - Earth Cookie
 - Our Town

GOVERNMENT/CIVIC UNDERSTANDINGS

SSKCG1. The student will demonstrate an understanding of good citizenship.

- a. Explain how rules are made and why.
 - Go Fish!

- b. Explain why rules should be followed.
 - Go Fish!

ECONOMIC UNDERSTANDINGS

SSKE4. The student will explain that people must make choices because they cannot have everything they want.

- The Bare Necessities
- Our Town
- Sharing a Small World*

Grade One

GEOGRAPHIC UNDERSTANDINGS

SS1G3. The student will locate major topographical features on the earth's surface.

- c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).
 - Earth Cookie

ECONOMIC UNDERSTANDINGS

SS1E1. The student will identify goods that people make and services that people provide for each other.

- The Bare Necessities
- Our Town

SS1E2. The student will explain that people have to make choices about goods and services because of scarcity.

- Earth Cookie

Go Fish!

Grade Two

GOVERNMENT/CIVIC UNDERSTANDINGS

SS2CG1. The student will define the concept of government and the need for rules and laws.

Go Fish!

ECONOMIC UNDERSTANDINGS

SS2E2. The student will identify ways in which good and services are allocated (by price, majority rule, contests, force, sharing, lottery, command, first-come, first-served, personal characteristics, and others).

Go Fish!

Grade Three

ECONOMIC UNDERSTANDINGS

SS3E1. The student will describe the four types of productive resources.

a. Natural (land).

Earth Cookie

Our Town

b. Human (labor).

Our Town

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.

Earth Cookie

c. Explain that some things are made locally, some elsewhere in the country, and some in other countries

Earth Cookie

Our Town

Grade Four

CIVIC/GOVERNMENT UNDERSTANDINGS

SS4CG4. The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.

Crowding Can Be Seedy

Our Town

b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society participate to in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

Our Town