

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

Sequence events using schedules, calendars, and timelines.

Examples: daily classroom activities, significant events in students' lives

- Differentiating among broad categories of historical time

Examples: long ago, yesterday, today, tomorrow

Mastered:

Students can sequence events using schedules, calendars, and timelines and differentiate among broad categories of historical time.

Present:

Students will compare past, present, and future objects and events.

Going Forward:

Students will construct a timeline based upon the life of a fictional literary character.

Present and Going Forward Vocabulary:

Past, present, future, long ago, today, tomorrow

Career Connections:

Inventor, Author, Genealogist

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

Thinker Keys

The teacher and student will agree on the number of "keys" to accomplish. The student chooses the keys and completes the contract. Student may need to plan his/her product using the organizational tool Primary Project Planner.

What If?	What if Cinderella lived today, how would she get to the ball? What would she use to do her chores?
BAR	Choose a current mode of transportation. Using illustrations, make it <u>B</u> igger, <u>A</u> dd something to it, and <u>R</u> eplace something on it. Label the changes made to the transportation.
Picture	Look at a picture of an object from the past. Transform it into something for the present.
Commonality	Create a daily schedule to compare a day in the life of a passenger train to a student.
Inventions	Choose a common object. Illustrate how the object looked in the past, the present, and how the object will look in the future. Examples: radio, bicycle, toaster, oven, book, etc.

Literature Connections:

- Brent, L. R. At Play: Long Ago and Today (Times Change). NY: Heinemann-Raintree. 2003.
- Covey, S. R. The Leader in Me: How Schools and Parents Around the World Are Inspiring Greatness, One Child At a Time. Mankato, MN: Free Press. 2008.
- Karlin, B. & Marshall, J. James Marshall's Cinderella. NY: Dial. 2001.
- Kalman, B. & Schimpky, D. Old-Time Toys. NY: Crabtree Publishing Company. 1995.
- Thermes, J. When I Was Built. NY: Henry Holt and Co. 2001.
- Williams, R. L. Long Ago and Today. Huntington Beach, CA: Creative Teaching Press. 1996.

ALCOSS: K.2 (K.10 in 2004 COS, p. 14)

Identify rights and responsibilities of citizens within the family, classroom, school, and community.

Examples: taking care of personal belongings and respecting the property of others, following rules and recognizing consequences of breaking rules, taking responsibility for assigned duties

Mastered:

Students can identify the rights and responsibilities of citizens within the family, classroom, school, and community.

Present:

Students will create a job chart that identifies and explains the rights and responsibilities of the individual members of their families.

Going Forward:

Students will experiment with different responsibilities with the family and classroom by changing responsibilities with others for determined amount of time.

Present and Going Forward Vocabulary:

Responsibility, personal, property, duties, assigned, rights

Career Connections:
 Store Manager, Elected Official, Lawyer, Judge, Family Counselor, Teacher

Advanced Understanding & Alternate Activity: Student page found in Appendix A.
Whose Responsibility?
 Have the student list the various rights, jobs, and responsibilities of his or her family. The student will identify the family member who is responsible for completing each job or responsibility. Finally, the student will transfer the information to a job chart.

<u>Responsibility or Right</u>	<u>Family Member</u>

Literature Connections:

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

ALCOSS: K.3 (K.10 in 2004 COS, p. 14)
 Describe how rules provide order, security, and safety in the home, school, and community.

- Constructing classroom rules, procedures, and consequences.
- Determining consequences for not following classroom rules and procedures.

Mastered: Students can describe how rules provide order, security, and safety in the home, school, and community	Present: Students will compare the responsibilities at home with the responsibilities at school.	Going Forward: Students will propose a new responsibility at home and defend it.
--	--	--

Present and Going Forward Vocabulary:
 Right, responsibility, citizen, community, consequences

Career Connections:
 Store Manager, Elected Official, Lawyer, Judge, Family Counselor, Teacher, Principal, School Counselor

Advanced Understanding & Alternate Activity: Student page found in Appendix A.
I Can...
 The student will choose one or more “I CAN...” activity(ies) to accomplish as time permits. The student must research his/her topics in order to develop the products and may need to plan his or her product using the organizational tool Primary Project Planner.

1. Use a Venn diagram to compare responsibilities at home with those at school.
2. Interview students about their responsibilities at home and school and record their answers.
3. Create picture instructions on a school procedure, such as walking in line, sharpening a pencil, getting lunch in the lunchroom, etc.
4. Create a closed card sort activity for the topics: rights and responsibilities.
5. Choose one community member from the list or provide your own idea to the teacher for approval. Then create a list of responsibilities of that community member. Then provide a sentence to inform others how important this community member is to the community.

Community Members: Police Officer, Firefighter, Mayor, Garbage Collector, Judge, Teacher, Principal

Literature Connections:

- Lem-Tardiff, G. Pilgrim Children Had Many Chores. Huntington Beach, CA: Creative Teaching Press. 1996.
- Seuss, Dr. Horton Hatches an Egg. NY: Random House for Young Readers. 2004.
- Berry, J. Mine and Yours: A Children's Book About Rights and Responsibilities. Waco, TX: Educational Products Division. 1978.
- Pearson, J. What are My Rights and Responsibilities? NY: Heinemann Library. 2006.
- Rathmann, P. Officer Buckle and Gloria. NY: Putnam Juvenile. 1995.

ALCOSS: K.4 (K.5 in 2004 COS, p. 14)

Differentiate between needs and wants of family, school, and community.

- Comparing wants among different families, schools, and communities.

Mastered:

Students can compare wants among different families, schools, and communities as well as to differentiate between their needs and wants.

Present:

Students will use more depth and complexity to compare the wants and needs of families, schools, and communities today with those from the past.

Going Forward:

Students will design their own classroom and determine their wants and needs.

Present and Going Forward Vocabulary:

Want, need, same, different, convenience

Career Connections:

Economist, Teacher, Elected Official, Office Manager, Financial Planner, Community Planner

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

Thinkfast:

The student will follow the directions at each letter. Answers will be written as quickly as possible on a separate piece of paper. Answers for each activity must begin with the corresponding letter. For example, answers for the first activity must begin with the letter "N." After writing the answer, provide an explanation as to why that is the best answer for the statement.

- N** Name five things your family needs.
- O** List three problems your family would have if it did not have running water in the house.
- W** Name five things that pioneer families needed.

- A** List three problems a pioneer family would have if it did not have water.
- N** List five places you and your family want to go on vacation.
- D** Name two conveniences that pioneer families would have wanted.

- T** List three needs of a school from the past.
- H** Name three things that your school needs now.
- E** Name something that your neighborhood/city needs.
- N** Name a need that over time has changed for your neighborhood/city.

Literature Connections:

- Seuss, Dr. I Am Not Going to Get Up Today. NY: Random House for Young Readers. 1987.
- Murphy, J. Five Minutes' Peace. NY: Puffin. 1999.
- Olson, G. M. Needs and Wants. NY: Capstone. 2008.
- Willems, M. The Pigeon Wants a Puppy. NY: Hyperion Book CH. 2008.
- Rylant, C. When I Was Young in the Mountains. NY: Dutton Juvenile. 1982.
- Saunders-Smith, G. Communities. North Mankato, MI: Capstone Press. 2006.
- Hill, C. Community Leaders Then and Now: My Community Then and Now. Huntington Beach, CA: Teacher Created Materials. 2008.

<p>ALCOSS: K.5 (K.4 in 2004 COS, p. 13) Differentiate between goods and services. Examples: goods—food, toys, clothing services—medical care, fire protection, law enforcement, library resources</p>		
<p>Mastered: Students can differentiate between goods and services.</p>	<p>Present: Students will identify examples as a good or a service.</p>	<p>Going Forward: Students will create a new good or service to provide to the community.</p>
<p>Present and Going Forward Vocabulary: Goods, services, provide</p>		

Career Connections:
 Economist, Entrepreneur, Consumer Scientist

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

Tic Tac Toe:
 The student will choose three activities in a row, column, or diagonal, just like TIC-TAC-TOE. Then he or she will complete the contract to submit to his or her teacher. The student may need to plan the product using the organizational tool Project Planner.

1. Make a brochure of services that you can offer to your family.	2. Cut out pictures depicting goods and services from a magazine. Sort the pictures of “goods” from the pictures of “Services.” Glue them to a T-chart labeled “Goods” and “Services.”	3. Create a closed picture sort activity for goods and services.
4. Sort photos of stores and businesses that provide goods or services. How can you tell from the picture if the store offers goods or services?	5. Create a good to offer to students in the school free of charge. Examples: valentines, bookmarks, paper fans, origami, etc.	6. Create a service to offer to students and teachers in the school free of charge. Examples: Clean board, origami folding lessons, tutoring, etc.
7. Draw illustrations of three goods and three services. Why did you choose these items?	8. Create cards for a charade game that lists goods or services.	9. Do research to find two goods and two services from the past that are no longer offered. Explain why.

<p>Literature Connections:</p> <ul style="list-style-type: none"> • Brown, M. W. <u>Seven Little Postmen</u>. NY: Golden Books. 2002. • Adil, J. R. <u>Goods and Services</u>. North Mankato, MI: Capstone Press. 2006. • Berenstain, S., J., and M. <u>The Berenstain Bears: Jobs Around Town</u>. Grand Rapids, MI: Zonderkidz. 2011. • Maynard, C. <u>Jobs People Do</u>. NY: DK Children. 2001. • Andrews, C. <u>What are Goods and Services</u>. NY: Crabtree Publishing Company. 2008. • Brooks, W. <u>Freddy Goes to the North Pole</u>. NY: Overlook Juvenile. 2001.

<p>ALCOSS: K.6 (K.9 in 2004 COS, p. 14) Compare cultural similarities and differences in individuals, families, and communities. Examples: celebrations, food, traditions</p>		
<p>Mastered: Students can compare cultural similarities and differences in individuals, families, and communities.</p>	<p>Present: Students will compare and contrast cultural similarities and differences among the United States and other countries.</p>	<p>Going Forward: Students will further explore cultural similarities and differences among other countries.</p>
<p>Present and Going Forward Vocabulary: Culture, celebrations, traditions, country</p>		

Career Connections:

Sociologist, Diplomat, Elected Official, Author

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

I CAN....

The student will choose one or more “I CAN...” activity(ies) to accomplish as time permits. The student must research the topic(s) in order to develop the product and may need to plan his or her product using the organizational tool Primary Project Planner.

1. Research your favorite holiday and discover how it is celebrated in another country. Create a Venn diagram to show the similarities and differences of your favorite holiday here and in another country.
2. Research U. S. holidays that are not celebrated in other countries. List three and explain why these holidays are not celebrated outside of the United States.
3. Create a slideshow to present to the class that compares and contrasts homes in the United States with homes in other countries. In your presentation, explain why the houses are different. (Consider resources available and climate or region.)
4. Research the common foods from other countries. What are the most common foods in other countries? Prepare a menu of ten common foods and where those foods originate. Include in your menu the time of day that food is eaten. For example, in the United States potatoes would be listed for breakfast-hash browns, lunch-French Fries, and dinner-baked potato.
5. Create cultural paper clothing for paper dolls representing children from the United States and other countries. Choose at least three other countries from which to create cultural clothing. You may design clothing for male, female, or both.
6. Write a cookbook with three recipes for foods common to the United States and three recipes for foods common to another country. Include pictures that you have drawn or found on the Internet. Make sure it is OK to use the photos from the Internet.
7. Use a Venn diagram to sort pictures of customs and traditions from the United States and another country. Examples: transportation, architecture, food, education, weddings, etc.

Literature Connections:

- Wade, M. D. Cinco De Mayo (Rookie Reader). Danbury, CT: Children’s Press. 2003.
- Cox, M. The Book of New Family Traditions. Philadelphia, PA: Running Press. 2012.
- Stone, T. L. P is For Passover. NY: Price Stern Sloan. 2003.
- dePoala, T. The Night of Los Posadas. NY: Puffin. 2001.
- East, K. & Thomas, R. Across Cultures: A Guide to Multicultural Literature for Children. Santa Barbara, CA: Libraries Unlimited. 2007.

ALCOSS: K.7

Describe roles of helpers and leaders, including school principal, school custodian, volunteers, police officers, and fire and rescue workers.

Mastered:

Students can describe roles of helpers and leaders, including school principal, school custodian, volunteers, police officers, and fire and rescue workers.

Present:

Students will demonstrate greater depth and complexity of understanding of the roles of community helpers and leaders.

Going Forward:

Students will research the requirements for various vocations.

Present and Going Forward Vocabulary:

Helper, leader, custodian, volunteer, rescue

Career Connections:

School Counselor, Career Counselor, Paramedic, Firefighter, Manager, Principal, Police Officer

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

Kaplan’s Depth and Complexity

The student will choose which element focus to research and complete the product. The student may need to plan his/her product using the organizational tool Primary Project Planner.

Language of the Disciplines	What tools do specific community helpers and/or leaders use? Choose one community helper or leader. Find a word for each letter of the alphabet that is used by your community helper or leader. Create an ABC list of words associated with that community helper or leader. Provide a sentence or two explaining what the word means. You can turn the list into a book and add drawings too.
Details	What distinguishes fire fighters from police officers? Create a Venn diagram to show how police are similar to and different from firefighters. Name three responsibilities of a mayor or other city leader. Write the three responsibilities with an explanation of why those responsibilities are important.
Interdisciplinary Relationships	How do community helpers and leaders use math, reading, health, science, and social studies? This will help answer the question of “When am I ever going to use this?” Write a few sentences for each subject area explaining how community leaders use that subject in their jobs.

Literature Connections:

- Brown, M. Arthur’s Teacher Moves In. NY: Little Brown & Co. 2000.
- Rey, M. & Rey, H. A. Curious George Goes to School. NY: HMH Books. 2005.
- Wood, D. What Teachers Can’t Do. NY: Simon & Schuster Books For Young Readers. 2002.
- Brown, M. Arthur Meets the President. NY: Little Brown & Co. 1992.
- Berenstain, J. & M. Berenstain Bears and Mama for Mayor. Newton, KS: Paw Prints. 2012.
- Kalman, B. Helpers in My Community. NY: Crabtree Publishing. 2011.
- Cooper, K. Whose Hat is This. NY: Picture Window Books. 2007.
- Adamson, H. First Facts: Community Helpers at Work Series. North Mankato, MN: Capstone Press. 2000.
- Harris, N. What is a Mayor? NY: NY: Heinemann-Raintree. 2007.

ALCOSS: K.8 (K.7 in 2004 COS, p. 14)

Recognize maps, globes, and satellite images.

Mastered:

Students can recognize maps, globes, and satellite images.

Present:

Students will create a map.

Going Forward:

Students will interpret student-made maps.

Present and Going Forward Vocabulary:

Map, globe, satellite image, represents, bird’s eye view

Career Connections:

Surveyor, Cartographer, Photogrammetrist

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

I CAN....

The student will choose one or more “I CAN...” activity(ies) to accomplish, as time permits. The student must research his/her topics in order to develop the products and may need to plan his or her product using the organizational tool, Primary Project Planner.

1. Draw a map of your dream bedroom.
2. Read (or reread) Little Red Riding Hood. Then draw a map from Little Red Riding Hood’s house to her grandma’s house based on the story.
3. Use software to create a map of your classroom.
4. Create a map to be given to school visitors to help them find your classroom.
5. Use a magnetic board and shape magnets to create maps.
6. Use software to create your ideal playground.
7. Hide a “treasure” at home or school, draw a map to show its location, and see if another person can find it based on your map.
8. Use Google Maps-satellite view to find your address and also famous addresses such as the White

House, Disney World, etc. Next, choose one location you found on Google Earth and draw a picture. Write a fictional story about a visit there. <http://maps.google.com/>

Literature Connections:

- National Geographic: <http://www.education.nationalgeographic.com>
- Smart Exchange: Building a Playground: <http://exchange.smarttech.com/details.html?id=26ef3bfd-c52b-43a7-a992-064de936e028>
- Smart Exchange: Bird’s Eye View of My Desktop: <http://exchange.smarttech.com/details.html?id=ae37799c-e054-42f3-8606-460f79e7e6a9>
- Smart Exchange: Help! I’m Lost!: <http://exchange.smarttech.com/details.html?id=f95732ef-04bd-4eb2-8f57-c00d534c6a82>
- Sweeney, J. *Me on the Map*. NY: Dragonfly Books. 1998.
- Marshall, J. *Little Red Riding Hood*. NY: Picture Puffins. 1993.
- Hartman, G. *As the Crow Flies: A First Book of Maps*. NY: Aladdin. 1993.
- Mara, W. *The Seven Continents (Rookie Reader)*. Danbury, CT: Children’s Press. 2005.
- Rabe, T. *There’s A Map in My Lap*. NY: Random House. 2002.
- Block, M. S. *Mapping Your Community (First Guide to Maps)*. NY: Heinemann-Raintree. 2008.

ALCOSS: K.9 (K.7 in 2004 COS, p. 14)
Differentiate between land forms and bodies of water on maps and globes.

Mastered: Students can differentiate between land forms and bodies of water on maps and globes.	Present: Students will demonstrate greater depth and complexity of their ability to differentiate between land forms and bodies of water on maps and globes.	Going Forward: Students will further explore the land forms and bodies of water on state and local maps.
---	--	--

Present and Going Forward Vocabulary:
Map, land, body of water, globe, world

Career Connections:
Surveyor, Cartographer, Photogrammetrist, Mathematician, Geographer, Sailor

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

Thinker Keys:
The teacher and student will agree on the number of “keys” to accomplish. The student chooses the keys and completes the contract. Student may need to plan his/her product using the organizational tool Primary Project Planner.

What If?	What if the continents floated on top of the water?
Alphabet	Try to name a land form or body of water for each letter of the alphabet. Create an ABC book with names and drawings of each land form or body of water you include in your book.
Variations	Choose two examples below to identify all of the different types of transportation that can be used to get from one location to the other. Examples: desert to ocean; mountain to plain; ocean to canyon; ice cap to desert; mountain lake to valley; butte to ocean; Great Lakes to Gulf of Mexico; your choice of two locations.
Picture	Choose the outline of a continent, country, or state. Draw the outline on your paper. Now transform or change the outline by turning it into a new image.
Commonality	Find the common points between a mountain and a skyscraper.
Questions	Think of five questions that can only be answered with the word “globe.”

Literature Connections:

- Smart Exchange: Land or Water?: <http://exchange.smarttech.com/details.html?id=7893277d-1a74-49cd-9cb2-db54eca2c238>
- Mitten, E. K. Looking at Landforms. Vero Beach, FL: Rourke Publishing. 2009.
- Hartman, G. As the Crow Flies: A First Book of Maps. NY: Aladdin. 1993.
- Aberg, R. Map Keys (Rookie Reader). Danbury, CT: Children’s Press. 2003.
- Ritchie, S. Follow that Map!: A First Book of Mapping Skills. Toronto, ON: Kids Can Press. 2009.
- Knowlton, J. Maps and Globes (A Reading Rainbow Book). NY: HarperCollins. 1986.

ALCOSS: K.10 (K.6 in 2004 COS, p. 14)

Apply vocabulary related to giving and following directions.

Example: locating objects and places to the *right* or *left*, *up* or *down*, *in* or *out*, *above* or *below*

Mastered:

Students can apply vocabulary related to giving and following directions.

Present:

Students will write detailed directions to a designated place using vocabulary related to giving and following directions.

Going Forward:

Students will design an escape route for their home in the event of a fire.

Present and Going Forward Vocabulary:

Right, left, up, down, above, below, ahead, behind

Career Connections:

Nurse, Navigator, Pilot, Athlete, Teacher, Cartographer, All career fields

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

TIC-TAC-TOE

The student will choose three activities in a row, column, or diagonal, just like TIC-TAC-TOE. Then he or she will complete the contract to submit to his or her teacher. The student may need to plan his/her product using the organizational tool Project Planner.

1. Write directions for school visitors to the classroom.	2. Hide a “treasure” and write directions for a friend to follow in order to find the “treasure.”	3. Write directions for acting out the story <u>Rosie’s Walk</u> by Pat Hutchins. Act out the story for the class.
4. Write game cards to be used with “Simon Says” that include illustrations and directional words. Example: Put your hands <i>above</i> your head.	5. Write directions from your desk to the water fountain.	6. Create an obstacle course for students on the playground and use directional words to explain how to complete the course. Example: Step <u>over</u> the seesaw.
7. Write instructions on how to prepare a bowl of cereal. Start your directions from the very beginning, including where to find the cereal, bowl, milk, and spoon. End with washing the dishes.	8. Write driving directions from the school to your house.	9. Create a board game with cards. Use vocabulary related to following directions as part of the game. Example: back, forward, left, right, up, down, etc.

Literature Connections:

- Online Game: <http://pbskids.org/clifford/games/whichclifford-game.html>
- Hutchins, P. Rosie’s Walk. NY: Aladdin. 1971.
- Palmer, H. A Fish Out of Water. NY: HarperCollins. 1984.
- Seuss, Dr. The Foot Book. NY: Random House For Young Readers. 1968.
- Seuss, Dr. Oh the Thinks You Can Think! NY: Random House For Young Readers. 1975.
- Lopez-Rettew, Y. Left Shoe Right Shoe. Laguna Niguel, CA: Storytime Favorites. 2009.

ALCOSS: K.11
 Identify symbols, customs, famous individuals, and celebrations representative of our state and nation.
 Examples: symbols—United States flag, Alabama flag, bald eagle
 customs—pledging allegiance to the United States flag, singing —The Star – Spangled Banner
 individuals—George Washington, Abraham Lincoln, Squanto, Martin Luther King, Jr.
 celebrations—Fourth of July, Memorial Day, Veterans Day

<p>Mastered: Students can identify symbols, customs, famous individuals, and celebrations representative of our state and nation.</p>	<p>Present: Students will research the origins of state and national symbols, customs, celebrations, and the contributions of famous local, state, and national citizens.</p>	<p>Going Forward: Students will create a modern day symbol for their state and/or country.</p>
---	---	--

Present and Going Forward Vocabulary:
 Symbol, country, famous, celebrations, citizen

Career Connections:
 Biographer, Researcher, Historian, Artist

Advanced Understanding & Alternate Activity: Student page found in Appendix A.

RAFT
 The student will choose one row. He or she will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT. The teacher should provide an opportunity for the product to be presented.

<u>ROLE</u>	<u>AUDIENCE</u>	<u>FORMAT</u>	<u>TOPIC</u>
United States flag	Betsy Ross	Poem	Why am I red, white, and blue?
Community workers	Calendar	Thank you note	Appreciation for the recognition on Labor Day
George Washington	The White House	Poem	What is it like to live here?
Interstate 565	The Saturn V rocket	Song	How did you get here?
Tall black hat	Abraham Lincoln	Role play	Our adventures together
White House pet	U.S. President	Friendly letter	My favorite room in the White House and why.

Literature Connections:

- Brenner, M. & Cook, D. Abe Lincoln’s Hat. NY: Random House For Young Readers. 1994.
- Brown, M. Arthur Meets the President. NY: Little Brown Books For Young Readers. 1992.
- Catrow, D. We the Kids: The Preamble to the Constitution of the United States. NY: Puffin. 2005.
- Adler, D. A Picture Book of George Washington. NY: Holiday House. 1990.
- Berlin, I. & Munsinger, L. God Bless America. NY: HarperCollins. 2002.
- Rappaport, D. Martins Big Words: The Life of Dr. Martin Luther King. NY: Hyperion Book CH. 2007.
- The Whitehouse Web site: www.whitehouse.gov

ALCOSS: K.12
 Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.

- Identifying ways everyday life has both changed and remained the same

<p>Mastered: Students can describe families and communities of the past including jobs, education, transportation, communications, and recreation and identify ways everyday life has changed and remained the same.</p>	<p>Present: Students will judge if they think changes in everyday life including jobs, education, transportation, communication, and recreation are good or bad and defend their judgments.</p>	<p>Going Forward: Students will predict changes in families and communities in the future and what will remain the same.</p>
--	---	--

Present and Going Forward Vocabulary:

Past, present, future, education, transportation, communication, recreation

Career Connections:

Biographer, Researcher, Artist, Historian, Sociologist

Advanced Understanding & Alternate Activity: Student page found in Appendix A. Students may choose one scenario.

THAT'S GOOD/THAT'S BAD: Scenario 1

The student will research the following questions.

- How has transportation changed from the past to today?
- How have these changes been positive?
- How have these changes been negative?
- How have these positive and negative changes affected communities?

Then he or she will read the That's Good/That's Bad scenario and will write and illustrate the chain of events to show the positive and negative situations surrounding the scenario. The student may use additional sheets of paper in order to complete your story.

Scenario 1: People no longer use horses as their primary mode of transportation. Oh, that's good!

THAT'S GOOD/THAT'S BAD: Scenario 2

The student will research the following questions.

- How have different forms of communication (letter writing, phones, telegraph, etc.) changed from the past to today?
- How have these changes been positive?
- How have these changes been negative?
- How have these positive and negative changes affected communities?

Then he or she will read the That's Good/That's Bad scenario and will write and illustrate the chain of events to show the positive and negative situations surrounding the scenario. The student may use additional sheets of paper in order to complete your story.

Scenario 2: In the past there were no telephones. Oh, that's bad!

Literature Connections:

- Williams, V. B. A Chair for My Mother. NY: Greenwillow Books. 1984.
- Wilder, L. I. A Little Prairie House (My First Little House Book). NY: HarperCollins. 1999.
- Wilson, A. Visual Timeline of Transportation. NY: DK Children. 1995.
- Sandler, M. Galloping Across the U.S.A.: Horses in American Life. NY: Oxford University Press. 2003.
- Humphrey, P. What Was it Like Before the Telephone? (I Want to Know). London: Evans Brothers. 2011.