

Introduction to Social Studies 200

Communities in the United States and Canada

Teaching This Course

Social studies is a broad subject, and one of the most interesting. You as the teacher have the challenge and opportunity of making history and geography come alive for your students.

Use maps and globes freely to show students the location of places they study. Read a short story that illustrates another aspect of the lesson. Tell the fascinating history of some place or thing mentioned in the lesson.

The course begins right at home. Students will learn about families and neighbors and how to relate to them. Then they are ready to learn about the many families and neighbors that make up communities. They will study different kinds of communities and classify their own. They will study methods of travel between communities, both today and in history. And, finally, they will visit four different communities and learn about ways of life in four locations across North America.

Features of This Guide

Teacher's Notes. The teacher's guide contains teacher's notes and ideas for teaching this course effectively and creatively. The notes for each lesson are divided into several sections.

The *Objectives* at the beginning of each lesson list concepts the students should grasp as he works through the lesson.

Introducing the Lesson suggests ways to prepare your students for the lesson through class discussion.

After the Assignment gives ideas for dis-

cussion after the lesson, primarily as a way for you to enforce lesson concepts and discover how well students understood the lesson.

An *Activity* is suggested at the end of some lessons. These activities are only ideas—you may skip them entirely, or do something else that will help your students more.

Answer Keys. A one-fourth size reproduction of each page of the student LightUnit appears with the teacher's notes for that lesson.

Appendixes. These are designed to help answer any questions you may have about the course.

Appendix A is a detailed outline of the course, with a scope and sequence and the objectives for each lesson.

Appendix B contains course objectives that you may photocopy for state or county school officials.

Appendix C contains Alternate LightUnit tests that may be photocopied for use when a student needs to retake a test. The answer keys for the tests are included in this appendix.

The LightUnits

LightUnit Schedules

Each LightUnit is designed to take 17 days. There are two quizzes, a Self Check, and a LightUnit Test.

The quizzes are on perforated sheets in the back of the LightUnit. They may be torn out and given as closed-book quizzes (recommended), or left in the book and

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treated as a Self Check.

The Self Check always falls on Day 15. Students may study from it, but should take it without looking back.

Lesson 16 is always the *Looking Back* lesson. Rather than having regular seatwork in this lesson, students are given a study outline. If they follow the outline, they should get plenty of review in preparation for the LightUnit Test on Day 17.

The *Looking Back* lesson also includes an extra activity. The extra activity provides fun reinforcement of what students have studied in the LightUnit.

Symbols

 **Teacher Check.** Used where the child must obtain the teacher's initials before proceeding.

 **Small Teacher Check.** Indicates an exercise that must be scored or checked by the teacher. The child may continue working even though the teacher has not yet checked the exercise.

 **Teacher's Aide Check.** This symbol is used anywhere the child may not continue working in the LightUnit until the exercise has been checked and initialed by the teacher or teacher's aide.

 **Small Teacher's Aide Check.** Used with exercises that need to be checked by the teacher or teacher's aide. The child may continue working even though the exercise has not yet been checked.

Star. The star indicates an exercise that is optional. You will need to let your students know whether or not you want them to do these exercises as they come up.



Grading

Each of the quizzes, the Self Check, and the LightUnit Test are worth 100 points. Each quiz score counts as 25% of the final grade, and the LightUnit Test as 50%.

To make your grading easier, there is a score box in each student LightUnit. Notice that the score box has a space for each of the quiz scores. The space labeled "other" is for any additional grades you give throughout the LightUnit—a report, an enrichment activity, etc.

When you have averaged those two (or three) scores, write the score on the "average" blank. Average this score with the LightUnit Test grade to get the final score for the LightUnit.

SCORE BOX	
___	Quiz 1
___	Quiz 2
___	Other (optional) _____
___	Average from above
___	LightUnit Test
___	FINAL SCORE (average of last two blanks above)