

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

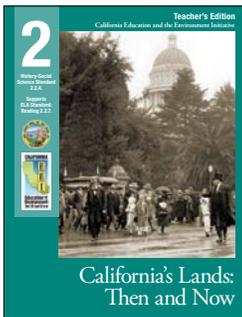
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

2.2.4.—California’s Lands: Then and Now



Students use a variety of diagrams, charts, graphs, photographs, and letters to understand the patterns of land use change in California over the last 100 years. They examine different types of land use—housing, transportation, agriculture, and recreation—in urban, suburban, and rural environments. Students learn that as human activities in an area change, the landscape also changes. Students study different ways people use land and how that usage has changed over time. Students take part in a simulation that illustrates how the expansion of urban and suburban areas change natural systems, especially in areas that were previously unsettled. Students are introduced to the concept that human communities can work to support the health of natural systems and still make use of unsettled areas for recreation and education.

		RI.2.1	RI.2.2	RI.2.3	RI.2.4	RI.2.5	RI.2.7	RI.2.9	RF.2.4	W.2.8	W.2.10	SL.2.1	SL.2.2	SL.2.3	L.2.3	L.2.4
LESSONS	California Connections		✓					✓				✓	✓			
	1		✓					✓	✓	✓		✓	✓		✓	✓
	2				✓		✓		✓	✓		✓	✓			✓
	3			✓		✓	✓					✓	✓			✓
	4			✓	✓					✓	✓	✓	✓	✓		✓
	5				✓					✓		✓	✓			✓
	Traditional Assessment	✓								✓		✓				
	Alternative Assessment									✓	✓	✓				

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RF:** Reading Foundational Skills Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 21 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole group, pairs
- **Lesson 2:** Whole group
- **Lesson 3:** Whole group, pairs
- **Lesson 4:** Whole group, groups of 4
- **Lesson 5:** Whole group

National Geographic Resources

- **People and the Environment** wall map (Lessons 2 and 3)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
<p>As the teacher reads the questions aloud and displays California Lands: Parts 1–3 (Visual Aids #7–9), students answer multiple-choice, fill-in-the-blank, and short-answer questions to compare and contrast basic land use in urban, suburban, and rural environments in California.</p>	<p>RI.2.1: Ask and answer such questions as <i>who, what, where, when, why and how</i> to demonstrate understanding of key details in a text.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>
Alternative Assessment	
<p>Students view Orange County Changes Over Time: Parts 1 and 2 (Visual Aids #10–11) to answer 5 short-paragraph questions.</p>	<p>SL.2.2: Recount or describe key ideas or details from... information presented orally or through other media.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA</p>

Lesson 1: Change Over Time

Students read two letters and examine photographs to determine how and why the Sacramento area changed over 100 years. They draw pictures of their own community now and in the past, showing how the community has changed over time.



Use this correlation in place of the **Procedures** on pages 38–40 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate. Ask students to write their name in the space provided in the dictionary. These documents are provided separately.</p> <p>Tip: If Dictionary Workbooks need to be reused from year to year, students should not write in them.</p>	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p>
Step 1	
<p>Ask students to raise their hands if they have ever moved to a new house or apartment. Then ask students to keep their hands up if they also moved to a different town or city when this happened. Have students share the names of communities where they have lived.</p> <p>Tell the class that they are going to read letters from two boys who moved from Chicago, Illinois to Sacramento, California. Point out the locations of both Chicago and Sacramento on the United States wall map.</p> <p>Explain to students that two different boys wrote these letters and that both boys moved to Sacramento, California, but 100 years apart. One boy moved in the year 2000 and the other boy moved in the year 1900.</p> <p>Tell students that today they are going to be detectives. Their assignment is to look closely at the two letters to find clues about what things have changed in the 100 years between 1900 and 2000. They can begin by finding things that are the same in the letters, and things that are different.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Step 2	
<p>Divide the class into pairs and have each pair sit together. (<i>Note: Pair a high reader with a low reader.</i>) Distribute an envelope containing copies of California Connections: A Letter from Sacramento, 1900 and California Connections: A Letter from Sacramento, 2000 (Teacher’s Masters, pages 2–5) to each pair of students. Tell the students to work together to read the letters. Explain that they should look for what is the same and what is different in the two letters. Give students about five minutes to read and look over the letters and photographs.</p>	<p>RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Suggestion: Explain to students that letters are often written using an informal style when shared between friends and can take on a more formal tone when they are shared between acquaintances. Have students discuss the conventions used in these letters as a ‘close’ read exercise. If suggestion is used:</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
	<p>L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Compare formal and informal uses of English.</p>
Step 3	
<p>Next, read California Connections: A Letter from Sacramento, 1900 aloud while projecting Downtown Sacramento, 1900 (Visual Aid #1) and Riverfront Sacramento, 1900 (Visual Aid #2). Ask the class:</p> <ul style="list-style-type: none"> ■ What were downtown Sacramento and the riverfront like when Paul lived there? (<i>There was a store near where he lived; it was not as cold as Chicago; the train took a long time to get there; the streets were dirt, and there were horses, and few cars; the river was nearby; barges carried heavy loads on the river.</i>) ■ Can you tell what people did for work in Sacramento when Paul lived there, or how people lived? (<i>People worked in offices or stores, drove street cars, and made deliveries, but some sailed the ships or barges on the river.</i>) <p>Tip: Download Visual Aids from http://californiaeei.org for easy access during the lesson.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Step 4	
<p>Introduce the word “landscape” using the Word Wall Cards. Tell students that Paul describes some of the landscape in Sacramento to his grandmother in his letter, and that the photographs give more information about the landscape in Sacramento many years ago.</p>	<p>L.2.4e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p> <p>RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>Suggestion: Have students read the letters with you to practice fluency.</p>
Step 5	
<p>Project Downtown Sacramento, 2000 (Visual Aid #3) and Riverfront Sacramento, 2000 (Visual Aid #4). Explain that Tony’s letter also describes the Sacramento area, but as it was 100 years after Paul wrote his letter.</p> <p>Read California Connections: A Letter from Sacramento, 2000, starting with the date at the top of the page. After reading, ask students:</p> <ul style="list-style-type: none"> ■ What was Sacramento like when Tony lived there? (<i>Sacramento was a big city, and Tony lived in part of it; there were many houses, buildings, roads, and cars; you cannot see the river from the house; there were no farms nearby.</i>) ■ Can you tell what people did for work in Sacramento when Tony lived there, or how people lived? (<i>People did many different things, just like in cities today; people might work in factories, drive buses, fly planes, teach school, go to work in offices, hospitals, banks, or stores. Tony goes to play in a park by his house because he does not have a yard.</i>) 	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

Procedures	Common Core Standards and Applications
Step 6	
<p>Ask students to think about how Sacramento’s landscape was different when Paul and Tony wrote their letters. Record what students have just seen, read, and heard on the Sacramento in 1900 and 2000 Chart. (Note: Sample answers are provided in the chart below.)</p>	<p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Step 7	
<p>Ask students the following questions:</p> <ul style="list-style-type: none"> ■ What happened to Sacramento between the time Paul wrote to his grandmother and Tony wrote to his grandmother? (<i>The area, city, and landscape changed.</i>) ■ Why do you think it changed? (<i>More people came to live there; people built more houses, buildings, and roads; there was less space for trees and plants; there were more jobs.</i>) <p>Tell students that what people do in a place, or how they use the land, can change the landscape. Explain that Sacramento has a long history of people living there, doing many different jobs, and using the land in many different ways. Tell students that every change people made caused changes in the landscape over time, which is what they can see in the letters from Paul and Tony and the photographs from those time periods. Ask students:</p> <ul style="list-style-type: none"> ■ What is the date on Tony’s letter? (<i>September 1, 2000</i>) ■ How many years ago was that? (<i>Answer will vary based on when this lesson takes place.</i>) ■ In the time since Tony wrote his letter, what do you think has happened to the landscape in the Sacramento area? (<i>It has changed, or has continued to change.</i>) 	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Suggestion: Provide students with sentence stems to answer the questions verbally. Have students share responses with a partner first, to practice using sentence stems, before discussing with the whole class.</p>
Step 8	
<p>Distribute a Student Workbook and crayons or colored pencils to each student. Tell them to turn to Looking at 1900 and 2000 (Student Workbook, pages 2–3). Explain that on page 1, under “100 Years Ago,” they should draw a picture showing what they think their community (or the area around the school) might have looked like then. Explain that on page 2, under “Today,” they should draw a picture that shows what the landscape in their community (or around their school) as it is today. Tell the students that their drawings should include: buildings and people, plants, the technology of the period (lights and cars), and landforms or bodies of water.</p> <p>Provide time for students to complete their drawings on Looking at 1900 and 2000.</p> <p>Gather California Connections: A Letter from Sacramento, 1900 and California Connections: A Letter from Sacramento, 2000 and envelopes.</p> <p>Collect Student Workbooks and use Looking at 1900 and 2000 for assessment.</p>	<p>W.2.8: ...gather information from provided sources to answer a question.</p> <p>Suggestion: To strengthen writing skills, have students write a description of their pictures, using new vocabulary where appropriate.</p>

Procedures	Common Core Standards and Applications
Step 8 (Continued):	
<p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper ■ Have students use a sheet protector over the page and write with a whiteboard marker ■ Do together as a class on a projector or chart paper ■ Project the digital fill-in version and do together as a class ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary 	<p>W.2.8: ...gather information from provided sources to answer a question.</p> <p>Suggestion: To strengthen writing skills, have students write a description of their pictures, using new vocabulary where appropriate.</p>

Lesson 2: How Land Is Used

Students gather information from maps and photographs about land use in urban, suburban, rural, and unsettled environments. They learn how humans use land for housing, work, transportation, and recreation, and they summarize this information on a class chart.



National Geographic Resources

- **People and the Environment** wall map

Use this correlation in place of the **Procedures** on pages 56–58 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p> <p>Suggestion: Have students review the word wall cards from the previous session and discuss where they encountered the vocabulary in the text before introducing the new vocabulary.</p>
Step 1	
Begin by asking students to review the Sacramento in 1900 and 2000 Chart from Lesson 1. Tell them that land can be used in many different ways. For example, “rural” land is in the country and is often used for farming, while “urban,” or city areas have many people and are used for buildings, roads, apartments, and cars. Ask them, “What kind of area Sacramento was in 2000?” (<i>Urban</i>) Tell the class that today they are going to learn about the different ways people use land.	<p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Step 2	
Call students’ attention to the People and the Environment wall map. Point out the key on the map and tell students that the colors on the map show areas where the land is being used differently. Have students locate the following areas, using the color key at the top: <ul style="list-style-type: none"> ■ Urban: the areas that are shaded brown on the map (where the city names are). ■ Farms and Ranches: areas that are shaded light green. ■ Public Lands: areas that are shaded bright green (mostly in the mountains and deserts). ■ Oceans and Coasts: areas in or near the ocean, shaded light blue. ■ Other Lands: areas that are shaded light brown. 	<p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Suggestion: After the questions have been answered and explained, have students summarize the main idea and supporting details with partners. Use sentence frames if needed.</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
<p>Ask the class the following questions:</p> <ul style="list-style-type: none"> ■ Which area does our state seem to have the most of? (<i>Public land area</i>) ■ Where is most of the urban area in our state? (<i>In the the south, and near the ocean and coast</i>) ■ What is the land in the middle of the state being used for, where many of the rivers are? (<i>For farming and ranching</i>) ■ What is the land on the islands off the coast of California used for? (<i>Some of it is public land and some of it has “other” uses.</i>) 	<p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Suggestion: <i>After the questions have been answered and explained, have students summarize the main idea and supporting details with partners. Use sentence frames if needed.</i></p>
Step 3	
<p>Call students’ attention to the People and the Environment Chart. Have the class read aloud the headers on each of the four columns.</p>	<p>RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</p>
Step 4	
<p>Take a card from the top of the stack of Urban Area, Suburban Area, Rural Area, and Unsettled Land (Information Cards #1–12). Show students the card and call on individuals to decide what kind of area the photograph shows. Tack or tape each information card in the correct column of the People and the Environment Chart. Ask students to describe some of the things they see in the different photographs. Make notes about what the students identify below each information card on the chart. (<i>Note: Sample answers for the People and the Environment Chart are provided on page 57.</i>)</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Step 5	
<p>When all the information cards are up on the People and the Environment Chart, ask students the following questions:</p> <ul style="list-style-type: none"> ■ What do you see people doing in each of these areas? (<i>In the urban area, people are walking on the street and in the park; there are lots of people, buildings, and cars. In the suburban area, people living in houses that are next to each other, and children going to school on buses. In the rural area, people are driving tractors, working with animals, and living on farms. In the unsettled areas, there are no people.</i>) ■ Where do you think people live in each area? (<i>In urban areas people live in apartments and houses. In suburban areas people live in houses with yards along a street. In rural areas people live in houses too, but they are far apart from each other, and on farms. There are no houses in the unsettled areas because people do not live there.</i>) 	<p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Suggestion: <i>Refer to the map and have students explain how the information from the map, the visual aids, and the reader text work together to help readers understand the main ideas and details.</i></p>

Procedures	Common Core Standards and Applications
Step 5 (Continued):	
<ul style="list-style-type: none"> Now that you know how to describe different ways that people use the land, can you describe other things people do in each area? (<i>In the urban area, people go to movies and museums, or amusement parks, or watch a ball game in a stadium; they drive cars and ride in trains, planes, taxis and trucks. In the suburbs, people play in their yards, ride bikes, drive to the store and swim in a pool. In the rural area, people drive tractors, farm, raise cows, ride horses, fish, and camp. There are no people in the unsettled areas or they may only be there for a short time.</i>) <p>Explain to students that even though they do not see people in the photographs of unsettled lands, people still use those areas. Ask students if they can think of what people use unsettled areas for. (<i>People can visit these places to see animals or camp, hike, and swim. Answers will vary, but should not include "houses" or "stores."</i>)</p>	<p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Suggestion: Refer to the map and have students explain how the information from the map, the visual aids, and the reader text work together to help readers understand the main ideas and details.</p>
Step 6	
<p>Once again, call students' attention to the People and the Environment wall map. Have the class examine each photograph on the map and determine in which type of land area(s) each of the activities shown might be taking place. Also ask students to identify whether the area in each photograph is urban, suburban, rural, or unsettled.</p>	<p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p>
Step 7	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to Living in California (Student Workbook, pages 4–6). Read the instructions to the class and then give students time to complete Living in California. If time permits, have students share their answers with the class.</p> <p>Collect Student Workbooks and use Living in California for assessment.</p>	<p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>

Lesson 3: A Growing Population

Students gather information about population growth in California from a graph. They arrange a series of illustrations in chronological order to show changes to an area brought about by population growth. Students discuss how these changes from rural to urban areas influenced the types of businesses in these areas.



National Geographic Resources

- **People and the Environment** wall map

Use this correlation in place of the **Procedures** on pages 80–81 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p>
Step 1	
<p>Using the People and the Environment Chart or Word Wall Cards from Lesson 2, review the meaning of “urban,” “rural,” and “unsettled.” Next, have the class gather around the People and the Environment wall map. Call students’ attention to the urban areas indicated on the map (for example, San Francisco, Los Angeles, Sacramento, and San Diego). Remind students that the urban areas shown on the map include the suburbs around a central city. Ask students:</p> <ul style="list-style-type: none"> ■ What does an urban area have more of than a rural area? (<i>More houses, roads, cars, buildings</i>) ■ Why do you think there are more of these things in an urban area than in a rural area? (<i>There are more people in the urban areas, and more people need more houses and buildings to live and work in, and more roads and cars to get from place to place.</i>) 	<p>L.2.4e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Step 2	
Remind students that in an earlier lesson they read letters from two boys who moved to Sacramento—one in 1900 and one in 2000. Explain that when Paul wrote his letter in 1900, Sacramento was mostly rural, but when Tony wrote his letter in 2000, Sacramento had become mostly urban and suburban. Ask students, “Why do you think Sacramento changed?” (<i>More people came to live there, and they built more houses, buildings, and roads.</i>)	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Introduce the term “population” using the Word Wall Cards. Project California Population (Visual Aid #5). Invite individual students to help interpret the chart by asking:</p> <ul style="list-style-type: none"> ■ What is the title of this chart? (<i>California Population</i>) ■ What does this chart show? (<i>How many people have lived in California at different times.</i>) ■ What does this chart say about the population of California in 1900 and in 2000? (<i>There were a lot more people here in 2000.</i>) 	<p>RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Step 4	
<p>Put students in pairs and give each pair a copy of Settling in California (Teacher’s Masters, pages 6–7), a piece of construction paper, scissors, and glue. Read aloud the instructions on Settling in California and tell students to work together to carefully cut out and glue the pictures in the correct order on the construction paper. Give students about 15 minutes to complete the activity.</p>	<p>RI.2.3: Describe the connection between a series of historical events...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Step 5	
<p>Review the correct order of the illustrations as a class by removing the construction paper covering the sequence of pictures from Settling in California on the board. Review the correct order of the illustrations as a class. Ask the class the following questions:</p> <ul style="list-style-type: none"> ■ What happened to the amount of urban area in the state over the years? (<i>It grew larger.</i>) ■ What happened to the amount of rural area in the state over the years? (<i>It grew larger.</i>) Does this surprise you? Why or why not? (<i>Some students may think that people were moving from rural to urban areas, and may conclude that rural areas should get smaller as urban areas get larger.</i>) Explain that as the population grew in the cities, more farms had to grow enough food to support those people, so rural areas also grew quickly. ■ What basic things do people need to survive, no matter where they live? (<i>Food, water, clothing, shelter, and air</i>) ■ How would you get these things if you lived in a rural area 100 years ago? (<i>You would grow your own food, make your own clothes, build your own house, and find your own water.</i>) ■ How would people get these things if they moved from a rural area to an urban area many years ago? (<i>They would buy food from a grocery store, buy clothes from a shop, get water from the city, and hire someone to build their house.</i>) ■ How did the economy change as people moved into the cities? What kinds of new businesses were needed? (<i>Grocery stores, clothing stores, businesses to build houses, cars, and roads, and banks to keep people’s money</i>) 	<p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Suggestion: <i>Have students work in groups of 2 to 4 to discuss possible answers and respond to teacher questions.</i></p>

Procedures	Common Core Standards and Applications
Step 5 (Continued):	
<p>Remind students that as populations have grown in California—especially urban populations—other changes have occurred, too, including changes to the land.</p> <p>Gather scissors and glue.</p> <p>Collect Settling in California for assessment.</p>	<p>RI.2.7: Explain how specific images...contribute to and clarify a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Suggestion: <i>Have students work in groups of 2 to 4 to discuss possible answers and respond to teacher questions.</i></p>

Lesson 4: Our Expanding Communities

Students participate in a land use simulation that demonstrates how changes to one area affect other areas as well. They discuss how urban, rural, and suburban growth are related.



Use this correlation in place of the **Procedures** on pages 92–93 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p>
Step 1	
<p>Review the meaning of the word “population” with the class. Remind them that as a population grows, there are many changes that take place in both urban and rural environments.</p> <p>Introduce the terms “settled” and “expand” using the Word Wall Cards. Ask students to give examples of different things that expand. (<i>A balloon expands when you blow it up with air; a rubber band expands when you stretch it; a forest expands when more trees grow; a community of people expands when its population increases.</i>)</p> <p>Tell the class that today they will play a game in which they work with their teammates to decide how a community will grow and how it will use land.</p>	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p>
Step 2	
<p>Hold up a prepared Land Grid (Teacher’s Masters, page 8). Explain to students that the grid represents a piece of unsettled land. Each team will have similar pieces of “land” to settle in six rounds. In each round, they will be asked to do something on their land, and they will have to work together to decide how to carry out the instructions.</p> <p>Divide the class into groups of four. Distribute a prepared Land Grid to each group and have the students sit around it. Distribute one Land Use Simulation Set to each group. Have each student in the group take charge of one of the four items in the Land Use Simulation Set—beans, blocks (first color), blocks (second color), and the crayons or colored pencils.</p>	<p>RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Ask students to talk in their groups about where their “unsettled land” is located. Is it in the mountains or hills, in the desert or by the ocean? What kinds of plants and animals live there? Tell students to make a quick sketch or write some words down to describe what their group’s land is like. Ask the following questions to help students brainstorm a list of buildings that people will need once the unsettled land starts to become a town: <i>(Note: Write the list of buildings on the board.)</i></p> <ul style="list-style-type: none"> ■ What is the most important thing a town needs to survive and grow? <i>(Food)</i> ■ From where would a town get food? <i>(Farms)</i> ■ What building would a town need to help people get food from the farm to eat at their houses? <i>(Grocery store)</i> ■ What building will the town need so children can learn? <i>(School)</i> ■ What kind of building do people need to get their mail and to send their mail? <i>(Post office)</i> ■ What kind of building do people need to keep their money in? <i>(Bank)</i> <p>Explain that the squares on the land are important; anything added to the land needs to take up a whole square. Tell students that the items in their containers represent the things that they will add to their land.</p> <p>List on the board what each item represents in the game:</p> <ul style="list-style-type: none"> ■ First color block or cube=10 houses ■ Bean=farm ■ Second color block/cube=other building ■ Crayons or colored pencils=road builder (brown), nature preserve maker (green) 	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Suggestion: Allow students to discuss possible answers in small groups. Provide sentence stems to encourage students to use complete thoughts when expressing themselves.</p>
Step 4	
<p>Tell the class that as you read the instructions for each round of the game, they are to decide where to put things on their land (grid). Remind students that each bean or block must take up a whole square. Once a block (house or other building) or bean (farm) is on their land, it cannot be taken away. It can move to another unsettled square, but it has to stay on the Land Grid.</p> <p>Read aloud to the class the Land Use Simulation Script (provided on page 94) and guide student groups through each round of the simulation. <i>(Optional: Project Land Use Simulation [Visual Aid #6], a simplified list of what to do in each round.)</i> Give students only a short time, no more than one minute in each round, to make their decisions.</p>	<p>RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>By the time the students complete Round 6, the groups will be running out of room on their grids. Some groups may not be able to make their roads because they will have to move buildings and farms, and they cannot because they have little or no unsettled land left. At this point, stop the game and discuss what happened, asking students the following questions:</p> <ul style="list-style-type: none"> ■ What happened when houses were built? (<i>They took up space, and they needed farms to grow their food, which also took up space.</i>) ■ What happened when roads were built? (<i>The roads took up space, too. We could move the houses and the farms to make room for the roads, but only if there were a place to move the houses and farms.</i>) ■ How did the land change as more people came? (<i>More land was needed for food/farming; more land was needed for roads and buildings.</i>) ■ What happened to the unsettled areas? (<i>They became settled and changed into farms, buildings, or roads.</i>) ■ What happened to the wildlife in the unsettled areas as it became settled? (<i>The wildlife lost their homes and had to find new places to live.</i>) ■ Ask students to raise their hands if their group ran out of squares during Round 6. (<i>Most or all will have.</i>) ■ Do you think this ever happens in real life? (<i>Yes</i>) ■ What do you think happens then? (<i>People lose their homes or jobs and sometimes have to move; they have to start getting their food from farther and farther away because they do not have any farms nearby; the place gets very crowded; some people move far away where there are no crowds and more space.</i>) 	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Step 6	
<p>Have students think about the unsettled land they started with and what they imagined it was like, and then have them imagine it now with the roads, buildings, and farms that their people have built. Ask students to share what else besides space changed as the unsettled land was used by people. (<i>Trees were cut down, and plants were removed or changed; rivers and streams may have changed; soil and rocks moved or changed; animals moved to other places or were hunted.</i>)</p> <p>Explain to students that at one time their own community was unsettled land, but that people came and settled the land because they wanted to use it in some way. The unsettled area became rural, urban, or suburban as people used it in different ways. (<i>Note: Remind students of the meaning of “suburban” and how it is different from “urban.”</i>) As students return the blocks and beans to their containers, ask them to think about how different uses have changed the land on which they live.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>

Procedures	Common Core Standards and Applications
Step 7	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to Building a Town (Student Workbook, page 7). Ask students to work together to fill in the blanks using the word bank.</p> <p>Gather Land Use Simulation Sets and Land Grids.</p> <p>Collect Student Workbooks and use Building a Town for assessment.</p>	<p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA</p>

Lesson 5: Human Use and Changes to the Land

Students learn that human land use affects natural environments. They study photographs of urban, rural, suburban, and unsettled areas and discuss which types of land use most affect natural systems.



Use this correlation in place of the **Procedures** on pages 104–105 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p>
Step 1	
<p>Ask students to describe what “surrounds” them in the classroom. (<i>Accept all reasonable answers.</i>) Next, ask them to choose an animal and describe what “surrounds” where the animal lives. (<i>Accept all reasonable answers, plants, soil, rocks, water</i>) Tell students that they have just defined their two new Key Vocabulary words for this lesson: “environment,” and “natural environment.” Explain to the class that whatever “surrounds” people or an animal is called their “environment.”</p> <p>Ask students to raise their hand if their group created a nature preserve in the last lesson. Explain that in this lesson they will learn about how land use in rural, urban, suburban, and even unsettled areas changes the environment of plants and animals that live there.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
Step 2	
<p>Draw students’ attention to Unsettled Environment, Rural Environment, Suburban Environment, and Urban Environment (Information Cards #13–16) posted on the board. Tell them to think about the letters they read from Paul and Tony in Lesson 1, and how the two boys described the land uses they saw. Tell students to keep the story in mind and ask them which word, “rural,” “urban,” “suburban,” or “unsettled,” best describes each picture. After students have correctly matched the definitions and information cards, place each information card next to the correct Word Wall Card.</p>	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Beginning with Unsettled Environment, ask students the following questions about each environment:</p> <p>Unsettled Environment</p> <ul style="list-style-type: none"> ■ How would you describe the environment in this photograph? (<i>Unsettled</i>) ■ What do you see in this photograph? (<i>Cactus, grass, mountains</i>) ■ Do you think people live there? (<i>No</i>) Why? (<i>I do not see any buildings or roads or stores.</i>) ■ How is the land used? (<i>Hiking, camping, home for plants and animals</i>) <p>Rural Environment</p> <ul style="list-style-type: none"> ■ How would you describe the environment in this photograph? (<i>Rural</i>) ■ What do you see in this photograph? (<i>Trees, grass, farmland, a barn</i>) ■ Do you think people live there? (<i>Yes</i>) Why? (<i>I see buildings—a barn.</i>) ■ How is the land used? (<i>Probably for farming because there is a barn.</i>) <p>Suburban Environment</p> <ul style="list-style-type: none"> ■ How would you describe the environment in this photograph? (<i>Suburban</i>) ■ What do you see in this photograph? (<i>Houses, trees, streets</i>) ■ Do you think people live there? (<i>Yes</i>) Why? (<i>I see lots of houses.</i>) ■ How is the land used? (<i>The land is all used for people to live and drive.</i>) <p>Urban Environment</p> <ul style="list-style-type: none"> ■ How would you describe the environment in this photograph? (<i>A big city with lots of tall buildings, roads, and cars, and hazy air.</i>) ■ What do you see in this photograph? (<i>Mostly buildings, but also cars</i>) ■ Do you think people live there? (<i>Yes</i>) Why? (<i>I can see all of the buildings, so I know a lot of people live here.</i>) ■ How is the land used? (<i>The land is all used for buildings and roads; they build right on top of everything.</i>) 	<p>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases...</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Suggestion: Ask students to explain why certain pictures were chosen for this lesson. Ask students what pictures they would add if they were creating the lesson and tell why.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Explain to students that every type of land use affects plants and animals and changes the natural environment.</p> <p>Tell them that they now need to be detectives and look for clues in the pictures. They need to figure out which types of land use changes environments the most. Draw their attention back to the information cards and ask:</p> <ul style="list-style-type: none"> ■ Which of these photographs has the most “natural environment”? Why? (<i>Unsettled, because there are the most plants, water, animals and probably homes for animals there.</i>) ■ Of the other three photographs, which environment has the most plants? (<i>Rural</i>) Why are plants important? (<i>They are food for animals and humans, they make oxygen for us to breathe, they give us shade.</i>) ■ Which environment has the fewest plants? (<i>Urban</i>) Why? (<i>Most of the land is used for buildings and roads.</i>) ■ What are some examples of natural environments in urban or suburban places? (<i>Parks, nature preserves</i>) <p>Remind students that land uses in urban areas change the environment the most and land use in unsettled areas change the environment the least.</p>	<p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Suggestion: Ask students to describe examples of natural environments in urban or suburban places they have visited.</p>
Step 5	
<p>Redistribute the students’ individual Student Workbooks. Tell them to turn to Human Use and Changes to the Land (Student Workbook, pages 8–9). Read aloud the instructions and give students time to answer the questions.</p> <p>Collect Student Workbooks and use Human Use and Changes to the Land for assessment.</p>	<p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a) Compare formal and informal uses of English.
- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

Reading Foundational Skills Standards

- **RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

Reading Standards for Informational Text

- **RI.2.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- **RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.4:** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **(See grade 2 Language standards 4–6 for additional expectations.) CA**
- **RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.9:** Compare and contrast the most important points presented by two texts on the same topic.

Speaking and Listening Standards

- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Writing Standards

- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10:** **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**