

**5<sup>th</sup> Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

Month	Content		Skills	Standards/ Benchmarks	Instruction	Resources	Assessment
September	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do in connection to the Content?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<b>U 1</b>  <b>Beginnings to 1620</b>	<b>Topic:</b>  <b>U 1.1 American Indian Life in the Americas</b> <i>Describe the life of peoples living in North America before European exploration</i>	<b>Vocabulary:</b>  Place: physical and human/culture  Movement: Ideas, people, and goods  Location: absolute and relative  Human Environment Interaction: adapt, depend, and modify  Region: physical and human/culture	Use maps to locate peoples in the Desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).  Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.  Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	<b>5 – U1.1.1</b> <b>5 – U1.1.2</b> <b>5 – U1.1.3</b>	5 themes introduction Page 31 in Text  File Folder Classification Activity  Classify information about Native American Groups based on 5 themes-large paper and sticky notes with information about groups written on the sticky notes.	Social Studies Text Chapter 2 (Skip all of chapter 1, Lesson 5 of Chapter 2)	<b>Culture Project:</b> Students break into groups and prepare a presentation identifying specific parts about the culture of one group. (Based on the 5 Themes-Place, Movement, Location, Human Environment Interaction, and Region.)

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

Month	Content		Skills	Standards/ Benchmarks	Instruction	Resources	Assessment
October	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do in connection to the Content?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
U1 Beginnings to 1620	<b>Topic:</b>  <b>U1.2 European Exploration</b> <i>Identify the causes and consequences of European exploration and colonization.</i>	<b>Vocabulary:</b>  Vikings Prince Henry Marco Polo Columbus Da Gama Dias Magellan Vespucci Balboa	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.  Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).	<b>5 – U1.2.1</b>  <b>5 – U1.2.2</b>	United Streaming: The Explorers: The Dawning of the Era of Exploration	Social Studies Text Chapter 3 and Chapter 4 Lesson 2-5  <a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a>  <a href="http://www.brainpop.com">www.brainpop.com</a> user name: Benzie password: cl through April 2009  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	<b>Poster Project:</b> Research a specific explorer and create a poster showing information about goals, obstacles, motivations, and consequences of each specific explorer
U1 Beginnings to 1620	<b>U1.3 African Life Before the 16th Century</b> <i>Describe the lives of peoples living in western Africa prior to the 16<sup>th</sup> century.</i>	<b>Vocabulary:</b>	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and southern Africa).  Describe the life and cultural development of people living in western Africa before the 16 <sup>th</sup> century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	<b>5 – U1.3.1</b>  <b>5 – U1.3.2</b>		United Streaming:  Regions of the World: Africa	Label a map of African regions (northern Africa, western Africa, central Africa, eastern Africa, and southern Africa)

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

<p><b>5th Grade CURRICULUM MAP – Social Studies</b> Revised: <b>04-23-08</b> Month</p>	<p><b>Content</b> What topic(s) is being covered and what is the important vocabulary? What do students need to know</p>		<p><b>Skills</b> What do students have to be able to connect to the Content?</p>	<p><b>Standards/ Benchmarks</b> What benchmarks are met through this topic?</p>	<p><b>Instruction</b> What activities are used to develop the skills and knowledge?</p>	<p><b>Resources</b> What materials, texts, videos, internet, software, or human resources support instruction?</p>	<p><b>Assessment</b> What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</p>
<p><b>U1 Beginnings to 1620</b></p>	<p><b>Topic:</b>  <b>U1.4 Three World Interactions</b> <i>Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</i></p>	<p><b>Vocabulary:</b>  Columbian Exchange</p>	<p>Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.</p> <p>Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.</p> <p>Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.</p> <p>Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.</p>	<p>5 – U1.4.1 5 – U1.4.2 5 – U1.4.3 5 – U1.4.3 5 – U1.4.4</p>	<p>Classroom discussion using T- charts (pros and cons) evaluating the European (French, England, Spain, Italy, Portugal) on Native Americans and African culture with respect to governmental structure, and views on property ownership and land use.</p>	<p><a href="http://en.wikipedia.org/wiki/Columbian_Exchange">http://en.wikipedia.org/wiki/Columbian_Exchange</a></p>	<p>Student will choose one perspective (Europeans, Native Americans, or Africans) and write a diary entry describing information listed on the group created T charts.</p>

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

Month	Content		Skills	Standards/ Benchmarks	Instruction	Resources	Assessment
November / December	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do connect to the Content?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
	<b>U2 Colonization and Settlement (1585-1763)</b>	<p><b>Topic:</b> <b>U2.1 European Struggle for Control of North America</b> <i>Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</i></p>	<p><b>Vocabulary:</b></p> <p>Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• relations with American Indians (e.g., Pequot/King Phillip's War)</li> <li>• growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies</li> <li>• the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government</li> <li>• religious tensions in Massachusetts that led to the establishment of other colonies in New England</li> </ul> <p>Describe significant developments in the Southern colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• establishment of Jamestown</li> <li>• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)</li> <li>• relationships with American Indians (e.g., Powhatan)</li> <li>• development of colonial representative assemblies (House of Burgesses)</li> <li>• development of slavery</li> </ul> <p>Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• the growth of Middle Colonies economies (e.g., breadbasket)</li> </ul> <p>Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.</p>	<p><b>5 – U2.1.1</b> <b>5 – U2.1.2</b> <b>5 – U2.1.3</b> <b>5 – U2.1.4</b></p>	<p>Lecture and Note taking</p> <p>Role playing</p> <p>Vocabulary Discussion</p> <p>End of Lesson questions</p> <p>Play Celebrity with important terms from chapter. List catch phrases on slips of paper. Try to explain concepts to partner. <b>(VB reference section-back of teacher text)</b></p> <p>Jeopardy Game-</p>	<p>Chapter 5</p> <p>School House Rocks (You Tube)</p>	<p>End of Chapter questions</p> <p>Paper/pencil test</p>

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

<b>Month</b> December	<b>Content</b> What topic(s) is being covered and what is the important vocabulary? What do students need to know		<b>Skills</b> What do students have to be able to do in connection to the Content?	<b>Standards/ Benchmarks</b> What benchmarks are met through this topic?	<b>Instruction</b> What activities are used to develop the skills and knowledge?	<b>Resources</b> What materials, texts, videos, internet, software, or human resources support instruction?	<b>Assessment</b> What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<b>U2 Colonization and Settlement (1585-1763)</b>	<b>Topic:</b>  <b>U2.2 European Slave Trade and Slavery in Colonial America</b> <i>Analyze the development of the slave system in the Americas and its impact upon the life of Africans.</i>	<b>Vocabulary:</b>	Describe Triangular Trade including <ul style="list-style-type: none"> <li>• the trade routes</li> <li>• the people and goods that were traded</li> <li>• the Middle Passage</li> <li>• its impact on life in Africa</li> </ul> Describe the life of enslaved Africans and free Africans in the American colonies.  Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture	<b>5 – U2.2.1</b> <b>5 – U2.2.2</b> <b>5 – U2.2.3</b>		Chapter 6	Label a map with the triangular trade route

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

Month January	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do in connection to the Content?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<b>U2 Colonization and Settlement (1585-1763)</b>	<b>Topic:</b>  U2.3 <b>Life in Colonial America</b> <i>Distinguish among and explain the reasons for regional differences in colonial America.</i>	<b>Vocabulary:</b>	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).  Make generalizations about the reasons for regional differences in colonial America.  Locate the New England, Middle, and Southern colonies on a map.  Describe the daily life of people living in the New England, Middle, and Southern colonies.  Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).	<b>5 – U2.3.1</b> <b>5 – U2.3.2</b> <b>5 – U2.3.3</b> <b>5 – U2.3.4</b> <b>5 – U2.3.5</b>	Read text  Note taking  <a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a> Lists specific information about each colony. Who founded it, industry, lifestyle...etc  13 Colony Musical (Bad Wolf Press) *You may not want to do both bad Wolf Musicals.	Chapter 6  Schoolhouse rock  You Tube: 13 colony search  United Streaming: 13 Colony search	Label a blank map of the thirteen colonies  13 colony brochure See attached rubric  Paper and Pencil test  Teacher observation

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

Month	Content		Skills	Standards/ Benchmarks	Instruction	Resources	Assessment
February/ March	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do in connection to the Content?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<b>U3 Revolution and the New Nation (1754 - 1800)</b>	<b>Topic:</b>  <b>U3.1 Causes of the American Revolution</b> <i>Identify the major political, economic, and ideological reasons for the American Revolution.</i>	<b>Vocabulary:</b>	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.  Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.  Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).  Describe the role of the First and Second Continental Congress in unifying the colonies  Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)  Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.  Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)  Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	<b>5 – U3.1.1</b> <b>5 – U3.1.2</b> <b>5 – U3.1.3</b> <b>5 – U3.1.4</b> <b>5 – U3.1.5</b> <b>5 – U3.1.6</b> <b>5 – U3.1.7</b> <b>5 – U3.1.8</b>	Role Play Continental Congress  Read chapter 7 in text  American Revolution Musical (Bad Wolf Press) *You may not want to do both bad Wolf Musicals.  Have student’s research role and period costumes.	Chapter 7  <a href="http://www.youtube.com">www.youtube.com</a>	Have students write 5 questions about their role in the musical (George Washington, Sybil Ludington, Ben Franklin...)—Music teacher can be a resource  Use above questions for a comprehensive end of unit test.

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

<b>Month</b> February/ March	<b>Content</b> What topic(s) is being covered and what is the important vocabulary? What do students need to know		<b>Skills</b> What do students have to be able to do in connection to the Content?	<b>Standards/ Benchmarks</b> What benchmarks are met through this topic?	<b>Instruction</b> What activities are used to develop the skills and knowledge?	<b>Resources</b> What materials, texts, videos, internet, software, or human resources support instruction?	<b>Assessment</b> What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<p><b>U3 Revolution and the New Nation (1754 - 1800)</b></p>	<p><b>Topic:</b></p> <p><b>U3.2 The American Revolution and Its Consequences</b> <i>Explain the multi-faceted nature of the American Revolution and its consequences.</i></p>	<p><b>Vocabulary:</b></p>	<p>Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.</p> <p>Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.</p> <p>Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</p> <p>Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).</p>	<p><b>5 – U3.2.1</b> <b>5 – U3.2.2</b> <b>5 – U3.2.3</b> <b>5 – U3.2.4</b></p>	<p>Create a timeline of important battles.</p>	<p>Chapter 8</p> <p>School House Rocks</p>	<p>Make an encyclopedia of the American revolution. Use teacher created list to include important events, battles, people, and weapons.</p> <p>There should be a visual on each page as well as a description of the entry.</p>

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

Month	Content		Skills	Standards / Benchmarks	Instruction	Resources	Assessment
April	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do connect to the Content?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<b>U3 Revolution and the New Nation (1754 - 1800)</b>	<b>Topic:</b>  <b>U3.3 Creating New Government(s) and a New Constitution</b> <i>Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</i>	<b>Vocabulary:</b>	Describe the powers of the national government and state governments under the Articles of Confederation. (C)  Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).  Explain why the Constitutional Convention was convened and why the Constitution was written.  Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).  Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).  Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C) Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.  Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	<b>5 – U3.3.1</b> <b>5 – U3.3.2</b> <b>5 – U3.3.3</b> <b>5 – U3.3.4</b> <b>5 – U3.3.5</b> <b>5 – U3.3.6</b> <b>5 – U3.3.7</b> <b>5 – U3.3.8</b>	Read, discuss, take notes.	Chapter 9  Copies of U.S. Constitution  Bill of Rights Resource Section R36+37          Chapter 10	PowerPoint Presentation (Book)  -Students will create a PowerPoint presentation. It will be created from notes taken during the reading of the chapter. Notes will be taken on a teacher generated template which gives headings for each slide. Students will record an explanation of each topic as well as a visual.          Work with partners to list the amendments and explain what previous historical event caused the amendment to be added to the Constitution. Also, find examples of current events from newspaper to show references to the Bill of Rights.

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

<p><b>Month</b></p> <p>May</p>	<p><b>Content</b></p> <p>What topic(s) is being covered and what is the important vocabulary? What do students need to know</p>		<p><b>Skills</b></p> <p>What do students have to be able to do in connection to the Content?</p>	<p><b>Standards/ Benchmarks</b></p> <p>What benchmarks are met through this topic?</p>	<p><b>Instruction</b></p> <p>What activities are used to develop the skills and knowledge?</p>	<p><b>Resources</b></p> <p>What materials, texts, videos, internet, software, or human resources support instruction?</p>	<p><b>Assessment</b></p> <p>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</p>
<p><b>Public Discourse, Decision Making, and Citizen Involvement (P3, P4)</b></p>	<p><b>Topic:</b></p> <p><b>P3.1 Identifying and Analyzing Public Issues</b> <i>Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i></p>	<p><b>Vocabulary:</b></p>	<p>Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.</p> <p>Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p>	<p><b>5 – P3.1.1</b> <b>5 – P3.1.2</b> <b>5 – P3.1.3</b></p>	<p>Bring in newspaper examples of issues that are facing the community.</p> <p>Discuss issues and potential solutions to issues.</p> <p>Have students identify pros and cons for solutions to issues.</p> <p>Identify one or two issues that will be explored in detail. Explore this as a class and connect to the CDV and the Constitution. Have speaker come in to identify important issues within the issue.</p> <p>Local Issue Speakers: (possible) Auditorium with all classes</p>		<p>Collection of information about issues. Written narrative explaining the issue and how it applies to the Constitution.</p>

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

<b>Month</b>	<b>Content</b>		<b>Skills</b>	<b>Standards/ Benchmarks</b>	<b>Instruction</b>	<b>Resources</b>	<b>Assessment</b>
	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do in connection to the Content?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
	<b>Topic:</b>  <b>P3.3 Persuasive Communicati on About a Public Issue</b> <i>Communicate a reasoned position on a public issue.</i>	<b>Vocabulary:</b>	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	<b>5 – P3.3.1</b>	Read position papers (letters to the editor) written by other students and adults.	<a href="http://www.freep.com">www.freep.com</a>	Use previously collected data to assemble a position paper. Use 3 point rubric to assess.  Present position papers to the large group.

**Rubric for Grading Position Paper**

	0	1	2	3
Chose Position	Did not define position.	Defined position but did not stick firmly with it.	Defined position but reasoning was weak.	Defined position and provided solid facts why
Supported Choice with Fact	Did not include facts to support choice.	Included few facts to support choice; seems to be more opinion than fact.	Included many facts, but did not completely "sell" the idea.	Solid support of choice with facts from research.
Supported Other Method with Fact	Did not address reason for not choosing this method.	Stated reason for not supporting this method, but did not give facts/reasons why.	Stated reason for not supporting this method, but included more opinion than fact as reason.	Stated reason for not supporting this method and included solid facts for the choice.
Grammar and Spelling	Needs MUCH more attention.	Fair, but needs more attention.	Good with few errors.	Excellent, few if any errors were found.

**5th Grade CURRICULUM MAP – Social Studies – (Revised 4-23-08)**

<b>Month</b> May/June	<b>Content</b> What topic(s) is being covered and what is the important vocabulary? What do students need to know		<b>Skills</b> What do students have to be able to do in connection to the Content?	<b>Standards/ Benchmarks</b> What benchmarks are met through this topic?	<b>Instruction</b> What activities are used to develop the skills and knowledge?	<b>Resources</b> What materials, texts, videos, internet, software, or human resources support instruction?	<b>Assessment</b> What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
<p><b>Public Discourse, Decision Making, and Citizen Involvement (P3, P4)</b></p>	<p><b>Topic:</b> <b>P4.2 Citizen Involvement</b> <i>Act constructively to further the public good.</i></p>	<p><b>Vocabulary:</b></p>	<p>Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>Participate in projects to help or inform others.</p>	<p><b>5 – P4.2.1</b> <b>5 – P4.2.2</b></p>	<p>Analyze action plans written by professional agencies. Discuss how these are created. (Use issues from previous discussion)</p> <p>Speakers about public issues and how they got their issue “out there.”</p> <p>Have a class project where the students select one issue to develop an action plan. Implement action plan. Go through steps: plan and know how, when, and where to address or inform others about a public issue.</p>		<p>Participation in Development of Action Plan</p> <p>Completed Action Plan</p> <p>Analysis of Action plan</p>