



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: Social Studies Grade 1st

TG	Indicates the Curriculum Map
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Weeks 1 – 4			Weeks 5 – 6		
Geography			We Are Good Citizens (Families and Communities)		
<p>SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).</p> <p>SS-EP-4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).</p> <p>SS-EP-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.</p> <p>SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.</p>			<p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p> <p>SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school.</p> <p>SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p> <p>SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.</p>		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Natural Resources	Natural Disasters	Maps, Globes, Compass Rose, Bodies of Water	7 continents	Rules, Personal Responsibilities	Working Cooperatively, Good Citizens at school, home, and in the

					community
<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can define resources. 2. I can determine how resources determine where humans settle. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can identify natural disasters. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can determine the difference between a map, atlas, and a globe. 2. I can tell the difference between a city, state, country, continent, bodies of water, and compass rose. 3. I can use relative location to identify geographical landforms, bodies of water, and natural resources. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can identify and label the 7 continents and four oceans. 2. I can label my state on a map of the United States of America. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can assist to develop classroom and playground rules. 2. I can explain why we have school/playground rules. 3. I can compare and contrast rules and laws. 4. I can define my personal responsibilities and why they are important. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can describe the characteristics of a good citizen at school, home, and in the community. 2. I can explain why it is important for me to be involved in my community (recycle, volunteer, follow rules). 3. I can describe how to solve conflicts between people. 4. I can describe how to work cooperatively with groups and individuals.
<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. Natural Resources 2. coal 3. Oil 4. Nonrenewable Resources 5. Renewable Resources 6. Solar Energy 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. Earthquakes 2. Hurricanes 3. Tsunami 4. Volcanoes 5. Weather 6. Floods 7. Natural Disaster 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. map 2. atlas 3. globe 4. city 5. state 6. country 7. continent 8. ocean 9. compass rose 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. Australia 2. Asia 3. Antarctica 4. Europe 5. North America 6. South America 7. Africa 8. Pacific Ocean 9. Atlantic Ocean 10. Indian Ocean 11. Artic Ocean 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. Rules 2. Laws 3. Responsibility 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. Citizen 2. Reduce 3. Reuse 4. Recycle 5. Volunteer 6. Conflict 7. Cooperate
<p>Suggested Strategies/Activities</p> <p>* Students will locate a natural resource near their home and bring in</p>	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Review procedures for "Earthquake 	<p>Suggested Strategies/Activities</p> <p>* Ask students to draw a map of the classroom. Allow children to change</p>	<p>Suggested Strategies/Activities</p> <p>* Students create a paper Mache model of the</p>	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Students will develop 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Students will complete a journal

<p>for classroom show and tell. (Examples: pieces of coal, stick, bag of soil) * Students will write in their journals about why so many people in our area are farmers and coal miners.</p>	<p>Drill” and “Tornado Drill”</p> <ul style="list-style-type: none"> • Students will brainstorm ideas to raise money for areas that have been recently affected by natural disasters. 	<p>seats so that each child will be able to view the classroom from a new perspective. Put both drawings together and compare and contrast how they are alike and different. * Lay a large sheet of butcher paper on the floor. Have children construct a 3-D map of the classroom using boxes to represent desks, chairs, etc. Next, have students construct a symbol map of the classroom using paper shapes to represent each object. Display the symbol map on the board and have students compare the two maps. Students will work together in small groups to assemble a puzzle of the USA. * Students will identify the state of Kentucky.</p>	<p>Earth. At the conclusion of discussion about the Earth, they are given paper Mache materials; they create a globe and appropriately draw and label the continents and the oceans.</p>	<p>and vote on classroom and playground rules.</p> <ul style="list-style-type: none"> • Students will write a story about a time someone did not follow a playground rule and describe the result. • Students will orally read their writings to the class. • Students will take a walk inside and outside the classroom/school to determine rules. Students will observe laws in the parking lot that must be followed according to the signs posted. 	<p>entry to describe how they can be a good citizen.</p> <ul style="list-style-type: none"> • Students will recycle paper and plastics for one week and discuss the importance. • Students will orally tell a story about a time they did not get along with someone and how that conflict was resolved.
<p>Balanced Assessment: <u>Formative-</u></p>	<p>Balanced Assessment: <u>Formative-</u></p>	<p>Balanced Assessment: <u>Formative-</u></p>	<p>Balanced Assessment: <u>Formative-</u> Students</p>	<p>Balanced Assessment: <u>Formative-</u> Students will make a list of 3 rules and</p>	<p>Balanced Assessment: <u>Formative-</u> Students will present or speak to the</p>

<p>For this 3 week unit Daily Warm-Ups can be used each morning. Warm-ups to be completed include: "Mountains, Trees, Rivers, Deserts, Wetlands, Rainforests, Volcanoes, Canyons, Earthquakes, Tornadoes, Hurricanes, Tsunami, Blizzards, The Ocean"</p> <ul style="list-style-type: none"> • These will work on building reading comprehension, while addressing landforms, natural resources, and natural disasters. <p><u>Summative-</u> Students will be given pictures of natural resources and things that are not natural resources. Students will circle the pictures that show examples of natural resources.</p> <p><u>Common –</u> Writing Assessment: What might you grow in a garden where you live?</p>	<p>Continued from week 1</p> <p><u>Summative-</u> Students will draw a picture and label two natural disasters that we could possibly experience in Eastern Kentucky.</p> <p><u>Common –</u> Writing Assessment- Daily Journal Writing Topic will be: "Have you ever experienced a natural disaster?" You may prompt students with ideas about flooding, ice storms, etc.</p>	<p>Continued from Week 1</p> <p><u>Summative-</u> Students will be able to name the city, county, state, and country where they live.</p> <p><u>Common-</u> (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>will label continents and oceans on the paper mache globe.</p> <p><u>Summative-</u> 1. Students will label their state on a blank map of the USA and the oceans that border the country. 2. Students will label the 7 continents and the four oceans on a blank map.</p> <p><u>Common-</u> PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>3 laws.</p> <p><u>Summative-</u> Students will list and describe 3 ways that they can be a responsible member of their school, home, and community.</p> <p><u>Common- Writing</u> Assignment: Topic will be... "How do you follow the rules?"</p>	<p>class about ways they can be a good citizen.</p> <p><u>Summative-</u> Students will list 5 things that can be recycled.</p> <p><u>Common- Writing</u> Assignment: Topic will be... "How can you help your community?"</p>
<p>Resources Needed</p> <p>1. Book- "Soil! Get the Inside Scoop" ISBN #</p>	<p>Resources Needed</p>	<p>Resources Needed</p> <p>1. "Puzzle Doubles! Find it! USA" 50 piece</p>	<p>Resources Needed</p> <p>1. Newspapers, water, flour, scissors</p>	<p>Resources Needed</p> <p>1. Chart for classroom rules.</p>	<p>Resources Needed</p> <p>1. Two trash cans/bins for</p>

978-089118-848-3 2.Book- Teacher-Created Resources, Inc. “Daily Warm-Ups Reading” Grade 1		puzzle	2. Blank map of the United States 3. Blank map of the world. 4. Dr. Jean songs, “Continents” and “The Oceans”.		recycling paper and plastic.
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Weeks 7-9			Weeks 10-12		
Community Helpers			All About Me (Families and Communities)		
SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.			SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth’s surface. SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities. SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, and timelines) to interpret the past. SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Who Provides Services? 1. doctor/dentist 2. nurse 3. postal worker 4. firefighter 5. police officer	Who Helps Us? 1. mayor 2. scientist 3. paramedic 4. teacher 5. soldiers	Effects of Community Helpers on Our Community	Basic Needs of Family Members	How Does My Family Help the Community?	Have has my family grown and changed in my life?

<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can name workers in my community that provide a service. 2. I can identify community helpers in my community (postal worker, police officer, mayor, firefighter, etc.) 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can identify leaders in my community. 2. I can identify community helpers in my community (postal worker, police officer, mayor, firefighter, etc.) 3. I can identify a community helper I would like to be when I grow up. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can identify the roles and responsibilities of community helpers in the community. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can identify the basic needs of my family (food, shelter, clothing). 2. I can understand that families make choices between needs and wants. 3. I can identify the members of my family. 4. I can describe my feelings. 5. I can identify my physical features. (hair color, eye color, etc.) 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can describe how family can help in the community. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can compare families from the present time to families from long ago. 2. I can identify family traditions. 3. I can create a timeline to identify important events throughout life.
<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. service 2. community 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. leader 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. responsibility 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. needs 2. wants 3. shelter 4. choices 5. feelings 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. consumer 2. producer 	<p>Critical Vocabulary</p> <ol style="list-style-type: none"> 1. history 2. tradition 3. timeline 4. change 5. events
<p>Suggested Strategies/Activities</p> <ol style="list-style-type: none"> 1. Guest Speaker for students- Trooper to discuss careers within the Kentucky State Police (dispatcher, trooper, detective, etc.), rules/laws review, and how they are expected to be leaders in the community. 	<p>Suggested Strategies/Activities</p> <ol style="list-style-type: none"> 1. Guest Speaker for students- Mayor or Soldier to discuss leadership and careers. Speakers should also discuss responsibilities they are expected to maintain. 	<p>Suggested Strategies/Activities</p> <ol style="list-style-type: none"> 1. Guest Speaker for students- Paramedic, nurse, or doctor to discuss careers. Also, discuss responsibilities and duties they are expected to fulfill. 	<p>Suggested Strategies/Activities</p> <ol style="list-style-type: none"> 1. Students will listen to the book, "If You Give a Mouse a Cookie". Students will identify things in the book that were needs and things that were wants. 2. Students will draw a picture of themselves and show details, such as hair color, eye color, etc.. 3. Students will listen to 	<p>Suggested Strategies/Activities</p> <ol style="list-style-type: none"> 1. Students will compare the "hats" their mom and dad wears with the "hats" they wear in regards to jobs/responsibilities. (Online lesson available at website listed in resources.) 	<p>Suggested Strategies/Activities</p> <ol style="list-style-type: none"> 1. Students will draw a picture of their family to illustrate a family member holding them as a newborn on one side of construction paper. On the other side they will draw their first day of school and either a family member walking them into school or helping to dress them on the first

			the book by Dolly Parton, <u>I am a Rainbow</u> ". Students will identify things that make them feel blue, red with anger, tickled pink, etc.		day.
<p><u>Balanced Assessment: Formative-</u> Writing Activity- Students will create a pretend diary of a community helper that they would like to be when they grow up. In the diary, they should include roles and responsibilities that they would be expected to have in that profession.</p> <p><u>Summative-</u> Students will be assessed by drawing 3 community helpers and orally presenting their drawings to the class.</p> <p><u>Common-</u> Students will create a web with the word "neighborhood" in the middle. Students will branch out from the main idea to list things that can be found in a</p>	<p><u>Balanced Assessment: Formative-</u> Students will use blocks, small boxes, toy vehicles, rinsed milk cartons, and other craft materials to make community buildings. Students will use marker to label the building they created (post office, school, grocery, etc.) Students will make a list of places where people work and play within their community.</p> <p><u>Summative-</u> Students will look through magazines and browse the internet for pictures of community helpers. Students will cut those pictures out and make a collage of community helpers that can help us,</p> <p><u>Common-</u> Students will be</p>	<p><u>Balanced Assessment: Formative-</u> Guide children in choosing one community leader that they would like to thank for his or her services to the community. For example, children might choose the mayor, a librarian, the chief of police, or the leader of a civic group. Then write the following information on the poster board: Medal of Honor Presented to (name of person) in appreciation for Providing Services to Our Community: (list of some of the services) From (student's name) at (school's name). You may wish to invite the medal of honor recipients to your class to receive the award.</p> <p><u>Summative-</u> Students will be given a sheet of community</p>	<p><u>Balanced Assessment: Formative</u> 1. Students will illustrate a picture of their family that lives in their house and label those people as family members rather than by name (grandma, grandpa, mom, dad, cousin, etc.)</p> <p><u>Summative</u> 1. Students will make a list by drawing or writing a list of needs for their family in red crayon and a list of wants for their family with a black crayon.</p> <p><u>Common</u> – Journal Writing: Students will write a personal narrative and sequence two events that made them feel either tickled pink, green with jealousy, or blue.</p>	<p><u>Balanced Assessment: Formative</u> Students will use magazines to cut out pictures of things their family or someone they know produces. 2. Students will use magazines to cut our pictures of items that their family consumes that are needs.</p> <p><u>Summative</u> 1. Students will create a picture and write a sentence for the illustration to identify how their family helps the community OR how they plan to help the community when they are a grown-up.</p> <p><u>Common-</u> Journal Writing, "How Does My Family Help the Community?"</p>	<p><u>Balanced Assessment: Formative</u> Students will create a timeline by pasting pictures in order from youngest to oldest. (This can be done with pictures parents /guardians send from home or with pictures you have collected from the internet, magazines, etc.)</p> <p><u>Summative</u> Students will write about a job that their parents could never have had and why.</p> <p><u>Common</u> (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>

<p>neighborhood.</p>	<p>placed in groups of 5 to 6 every day this week. Each day a new student will be the leader of the group and responsible for collecting the groups work and helping to keep everyone on task. This should be monitored and assessed using a check sheet and rubric. Note: This activity can be used during any activity, not on during social studies.</p>	<p>helper pictures and other clip art. Students will circle the community helper and "X" out the pictures that don't belong.</p> <p><u>Common-</u> As a homework activity, students will be asked to interview a community helper of their choice. They will ask them 5 questions and will summarize their interview for the class orally on the following school day.</p>			
<p>Resources Needed</p> <ol style="list-style-type: none"> 1. Poster board 2. craft materials 3. scissors 4. crayons 5. glue 	<p>Resources Needed</p> <ol style="list-style-type: none"> 1. magazines 2. Internet access 3. glue 4. poster board 	<p>Resources Needed</p> <ol style="list-style-type: none"> 1. teacher-made assessment using Word Processor and clip art 	<p>Resources Needed</p>	<p>Resources Needed</p> <ol style="list-style-type: none"> 1. website: econedlink.com 	<p>Resources Needed</p> <ol style="list-style-type: none"> 1. pictures of students at different stages in their life or pictures of a any person at different times throughout their life to show growth and change.

Weeks 13-15	Weeks 16-18
<p>My World Near and Far (Cultures and Society)</p>	<p>Government</p>
<p>SS-EP-2.1.1</p> <p>Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).</p> <p>DOK 1</p>	<p>SS-EP-1.1.1</p> <p>Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection roads and snow removal, garbage pick-up,) and identify how they pay for these services taxes).</p>

<p>SS-EP-2.1.2</p> <p>Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</p>			<p>SS-EP-1.2.1</p> <p>Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.</p> <p>SS-EP-1.3.1</p> <p>Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</p>		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
People are People Everywhere	We Share the Planet	People Talk Around the World	My Local Government	The Difference Between What I Need and What I Want	Good and Services
<p>I CAN STATEMENTS:</p> <p>1. I can describe cultural elements from various groups of people to identify diverse beliefs, traditions, languages, skills, literature, and the arts.</p> <p>2. I can explain and describe the importance of diverse cultures using print and non-print sources.</p>	<p>I CAN STATEMENTS:</p> <p>1. I can explain and understand the importance of various cultures.</p> <p>2. I can learn about other cultures in my classroom, community, and the World.</p>	<p>I CAN STATEMENTS:</p> <p>1. I can understand and appreciate how diverse cultures work and interact in a positive way.</p> <p>2. I can understand how technology has helped us to better communicate and work with people from all over the world.</p>	<p>I CAN STATEMENTS:</p> <p>1. I can identify the basic purpose of local government.</p> <p>2. I can describe how my local government is structured.</p>	<p>I CAN STATEMENTS:</p> <p>1. I can identify basic needs for myself and my family.</p> <p>2. I can contrast between things in my life that are needs and things that are wants.</p>	<p>I CAN STATEMENTS:</p> <p>1. I can identify and explain examples of services local governments provide.</p> <p>2. I can explain how tax money pays for basic services.</p>
<p>Critical Vocabulary</p> <p>1. Cultural elements</p> <p>2. Diverse</p> <p>3. Beliefs</p> <p>4. Traditions</p> <p>5. Language</p> <p>6. Skills</p> <p>7. Literature</p> <p>8. Arts</p>	<p>Critical Vocabulary</p> <p>1. Cultures</p> <p>2. Community</p> <p>3. world</p>	<p>Critical Vocabulary</p> <p>1. interact</p> <p>2. technology</p>	<p>Critical Vocabulary</p> <p>1. government</p> <p>2. mayor</p> <p>3. judge executive</p> <p>4. liberty</p> <p>5. justice</p> <p>6. equality</p> <p>7. rights</p> <p>8. responsibilities</p>	<p>Critical Vocabulary</p> <p>1. needs</p> <p>2. wants</p>	<p>Critical Vocabulary</p> <p>1. goods</p> <p>Services</p> <p>taxes</p>

<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Research the internet for traditions practiced in other cultures to celebrate Christmas. Make a list of characteristics of each. Have students draw a picture to illustrate Christmas and label the culture they chose to draw a scene from. • Use newspapers and magazines to find pictures of clothing, people, and other pictures that would represent other cultures. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • United Streaming Video “Maya and Miguel- a Little Culture” • Pull pictures up on the internet of schools from around the country. After showing students several pictures of different schools divide the students into groups and have each group choose one of the pictures and compare and contrast it to their school. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Read literature to students regarding the prejudices toward Martin Luther King and have students write ways that cultures can work together positively. • Have students make “peace” banners working in groups. Each group will choose a leader to explain why it is important for all groups of people to get along. • The teacher will type an email to a friend that lives far away. Students can assist in developing questions for the email. The group will read the response together. Students will compare and contrast by using a Venn Diagram as a group ways that technology is the same and different from regular mail. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • College and Career Readiness- Bring in guest speakers for the students. (Examples: mayor, judge executive, etc.) • United Streaming Video: TLC Elementary “Understanding Government” 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Wrap six items in wrapping paper. Have students unwrap the gifts and identify if the wrapped object is a need or a want. • Have students make a list of gifts that they received. After that they will need to identify if those gifts were needs or wants. • Divide the class into 4 groups. Use magazines to allow 2 groups to make a collage of pictures that are needs and the other 2 groups make a collage of pictures that are wants. 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Students will create a list of goods that we can purchase from our local grocery store. • Students will draw pictures of services that they receive from their local government or wish that they received. (Example: Free/Reduced Lunch Program)
<p>Balanced Assessment: <u>Formative</u></p> <ul style="list-style-type: none"> • Students will list 	<p>Balanced Assessment: <u>Formative</u></p> <ul style="list-style-type: none"> • Students will 	<p>Balanced Assessment: <u>Formative</u></p> <p>Students will draw a sign for their desk to show</p>	<p>Balanced Assessment: <u>Formative</u></p> <ul style="list-style-type: none"> • Journal Writing: Students will write 	<p>Balanced Assessment: <u>Formative</u></p> <ul style="list-style-type: none"> • Exit Slips- Students will list and label 3 	<p>Balanced Assessment: <u>Formative</u></p> <ul style="list-style-type: none"> • Exit Slips: Students will make a list of

<p>on an index card 1-3 traditions that they learned that were new to them.</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will complete a Constructed Response describing one belief and tradition that their family practices that may not be practiced in other cultures. <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>complete a Constructed Response detailing two ways that schools from other cultures are different from schools in our culture.</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will draw and label a picture of ways that cultures work together. <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>that they want to be respectful of their classmates and peaceful.</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will list three examples of ways that technology helps us communicate with people from other cultures, <p><u>Common</u></p> <p>Students will write a letter to one another and the class will send the letters through the US Postal Service. Students will count the number of days it took for the letter to reach their home. Students will then write a short paragraph explaining how that is different than if they had sent an email to their friend.</p>	<p>about the role of government officials. Students will describe their duties and responsibilities.</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will draw a representation of their local government. <p><u>Common</u></p>	<p>wants on a paper. On the back of the paper, the students will list and label 3 needs.</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will write a letter to Santa describing at least 5 wants that they want him to bring them this year. Students will make a list for a trip to Wal-Mart. They will write all of the needs that they will purchase for the week. <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>goods that can be purchased in their area.</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will complete a teacher developed Constructed Response to describe one thing that local tax money does to help either them or a friend. <p><u>Common</u></p>
<p>Resources Needed</p> <p>Index cards Teacher-made Constructed Response Newspapers Magazines</p>	<p>Resources Needed</p>	<p>Resources Needed</p> <p>Martin Luther King Books poster boards</p>	<p>Resources Needed</p> <p>Guest Speakers United Streaming</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> Gift Wrap Boxes Small items to represent needs and wants Magazines Cardstock for 	<p>Resources Needed</p> <ul style="list-style-type: none"> Teacher-created Constructed Response

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Weeks 19-21			Weeks 22-24		
Native Americans			Change Over Time		
<p>SS-EP-5.1.1</p> <p>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>SS-EP-5.2.2</p> <p>Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.</p> <p>SS-EP-4.1.3</p> <p>Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.</p>			<p>SS-EP-5.1.1</p> <p>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>SS-EP-5.2.3</p> <p>Students will describe change over time in communication, technology, transportation and education in the community.</p>		
CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Pilgrims and Indians	How do the Native American's homes, transportations, and lives compare to today?	Groups of Native Americans	Sources of Information	How Have Things Changed?	The Past, The Present, and the Future
<p>I CAN STATEMENTS:</p> <p>1. I can describe the Pilgrims first Thanksgiving.</p> <p>2. I can identify and describe the use of the Mayflower.</p> <p>3. I can identify food, clothing, and homes of</p>	<p>I CAN STATEMENTS:</p> <p>1. I can describe how homes, transportation, and inventions have progressed.</p> <p>2. I can describe how picture writing was used to communicate and write stories by Native</p>	<p>I CAN STATEMENTS:</p> <p>1. I can describe a legend and why they were created.</p> <p>2. I can describe how names are given in various Native American cultures.</p>	<p>I CAN STATEMENTS:</p> <p>1. I can learn about the past from artifacts, diaries, and timelines to understand historical events.</p> <p>2. I can understand</p>	<p>I CAN STATEMENTS:</p> <p>1. I can compare/contrast change over time and how it affects my community.</p> <p>2. I can discuss how things in the past may have influenced the way</p>	<p>I CAN STATEMENTS:</p> <p>1. I can label events as yesterday/past, today/present, tomorrow/future.</p>

<p>American Indians.</p>	<p>Americans.</p>	<p>3. I can describe groups of Native Americans such as the Northwest, Southwest, Plains, and Eastern Woodlands.</p> <p>4. I can describe why Native Americans chose to settle in what is now the United States.</p>	<p>that a primary source is a diary and a secondary source is a social studies textbook.</p>	<p>we do things today.</p> <p>3. I can identify changes in transportation.</p>	
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Pilgrim • Thanksgiving • Mayflower • Indians 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Transportation • Communication • Native Americans 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Legend • Culture • Native Americans 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Artifact • Diary • Timeline • Primary source • Secondary Source 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Compare • Contrast • Transportation • Change 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Past • Present • Future
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Have students brainstorm a list of ways that we celebrate Thanksgiving. • Have students do an interview with a family member to learn how Thanksgiving traditions in the family have changed. • Have students illustrate a label a 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Students will use a Venn Diagram to compare and contrast picture writing to today's forms of writing. • Journal Writing: Students will write in their journals on Monday about how homes have changed from long ago... Tuesday about how 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Have students create a diorama to display in the classroom to display how a Native American settlement may have looked. • Organize students into groups and give each group a different group of Native Americans. Have the students work in groups to 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Students can create a timeline of their lives. The timeline will include events in their lives. (Examples might include tying their shoe, learning to walk, learning to read, learning to eat solid food) • Students will create a diary for one week. In the 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read the story from the Scott Foresman reading series, "An Egg is an Egg" to students. Have students make a list of the way the things in the story changed over time. • Students can do interviews with parents and create a short paragraph regarding how the area they live in has 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Give students a list of events that the class has done throughout the school year and things they will be doing (examples: field trips, pep rallies, science projects, Fall Festivals, summer break, fall break, Christmas break, etc.). Have students place them into

<p>picture of themselves and their family celebrating Thanksgiving.</p>	<p>transportation has changed from long ago... Wednesday about how inventions have changed from long ago.</p>	<p>create a play for the other students to describe their group. Students should include where the group settled and why, some of their traditions, what they wore, what their homes looked like, etc.</p>	<p>diary, the students will list things going on in their lives, their schools, and their communities. Students will identify that this is a primary source of information.</p> <ul style="list-style-type: none"> Students will use their textbooks (Harcourt Brace Social Studies) to read the lesson on "How to Read a Time Line" (pages 60 and 61). Students will identify that things they read in their textbooks is a secondary source of information. 	<p>changed over time.</p> <ul style="list-style-type: none"> Students will draw a picture to show how their grandparents got to school every day and how they get to school today. 	<p>three columns pre-labeled "Past, Present, and Future".</p> <ul style="list-style-type: none"> Do the same activity described above with historical events and people that have been taught.
<p>Balanced Assessment: <u>Formative-</u></p> <p>Students will color a picture of the Mayflower and write 2 sentences to describe what the Mayflower was used for.</p> <p><u>Summative-</u></p>	<p>Balanced Assessment: <u>Formative-</u></p> <p>Students will give an oral presentation regarding the similarities and differences in today and long ago.</p> <p><u>Summative-</u></p> <p>Students will complete a teacher-made Constructed Response to identify ways that picture writing was used to tell stories long ago.</p>	<p>Balanced Assessment:</p> <p><u>Formative-</u></p> <p>Students will create an Acrostic Poem with the word legend. Students will use adjectives that describe a legend.</p> <p><u>Summative</u></p> <p>Students will complete a teacher</p>	<p>Balanced Assessment:</p> <p><u>Formative-</u></p> <p>Students will complete the assessment pages from the "Iowa Test of Basic Skills" Practice Book titled "Sources of Information". Students will be assessed on their ability to use the information they find in different sources of information.</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <p>Students will complete a Venn Diagram to using either words or pictures to compare and contrast how communities and people change over time.</p> <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will complete a teacher created Constructed 	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <p>Students will write three sentences. One sentence will describe an event that took place in the classroom yesterday, one that took place today, ad one that will take place tomorrow. Students will label the events as past, present, and future.</p>

<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common-</p>	<p>made assessment that will include multiple choice, short answer, and a constructed response to assess students knowledge of weeks 19-21 content.</p> <p>Common-</p>	<p>Summative- Students will be given a teacher made assessment in which they will identify texts as either primary or secondary sources of information.</p> <p>Common-</p>	<p>Response regarding how communities change over time and compare that to how things changed in the reading story "An Egg is an Egg".</p> <p>Common- Exit Slips: Students will list one type of transportation that we have today that their great-grandparents may not have had.</p>	<p>Summative- Students will list five given events in chronological order and label one of the events as a future event.</p> <p>Common- Students will complete a journal entry regarding the difference in the past and present and how they think the future will be different.</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Picture of the Mayflower to color • Plain drawing paper • Interview Sheet regarding Thanksgiving traditions and how they have changed from long ago. 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Blank Venn Diagrams • Pictures of transportation and homes from long ago. • Pictures/clip art of new inventions to today's society. 	<p>Resources Needed</p> <p>Textbook "Harcourt Brace Social Studies" pages 66-69</p>	<p>Resources Needed</p> <ul style="list-style-type: none"> • Textbook "Harcourt Brace Social Studies" • Iowa Test of Basic Skills Practice Book (ISBN number 0-07-604364-9) 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Scott Foresman Reading Series- Unit 3 textbook. 	<p>Resources Needed</p>

<p>Weeks 25-27</p>	<p>Weeks 28-30</p>
<p>Special People and Symbols in History</p>	<p>Economic Choices (Economy)</p>
<p>SS-EP-5.2.1</p>	<p>SS-EP-3.1.1</p>

Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran’s Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance.

DOK 2

Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.

DOK 2

SS-EP-3.2.1

Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today’s market economy.

SS-EP-3.3.1

Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).

DOK 2

SS-EP-3.3.2

Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).

SS-EP-3.4.1

Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).

DOK 2

SS-EP-3.4.2

Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30

Special People in History	Special Symbols in History	Special Places and Songs of History	Needs and Wants	Goods and Services	How do we get out Goods and Services?
<p>I CAN STATEMENTS:</p> <p>1. I can identify and describe important people in history:</p> <ul style="list-style-type: none"> • Christopher Columbus • Susan B. Anthony • Martin Luther King • George Washington • Abraham Lincoln • Thomas Jefferson • Ben Franklin • Alexander Graham Bell 	<p>I CAN STATEMENTS:</p> <p>I can identify and describe important symbols in history:</p> <ul style="list-style-type: none"> • American Flag • State Flag • Statue of Liberty • Lincoln Memorial • Arlington Cemetery • Mount Rushmore • Washington Monument • Yankee Doodle • Uncle Sam • Liberty Bell • Bald Eagle 	<p>I CAN STATEMENTS:</p> <p>I can identify and describe important songs and places in history:</p> <ul style="list-style-type: none"> • My Country 'Tis of Thee • America the Beautiful • Pledge of Allegiance • Star Spangled Banner • US Capitol • White House 	<p>I CAN STATEMENTS:</p> <p>1. I can define basic economics terms-cost, wants, needs, limited resources.</p> <p>2. I can explain that scarcity requires people to make choices and incur costs.</p>	<p>I CAN STATEMENTS:</p> <p>1. I can demonstrate examples of productions, distribution, and consumption of goods and services.</p> <p>2. I can describe and give examples of products made in my community.</p>	<p>I CAN STATEMENTS:</p> <p>1. I can describe how my state, nation, world depend on each other for goods and services.</p> <p>2. I can investigate banks in the community and explain how they help people.</p> <p>3. I can explain how people get goods and services.</p> <p>4. I can define how a product is produced, distributed, and consumed.</p>
<p>Critical Vocabulary</p> <p>Traits Famous -all names listed above</p>	<p>Critical Vocabulary</p> <p>Location Symbol Symbols names listed above</p>	<p>Critical Vocabulary</p> <p>Songs and places listed above</p>	<p>Critical Vocabulary</p> <p>Cost Wants Needs Resources Scarcity Choices Cost</p>	<p>Critical Vocabulary</p> <p>Production Distribution Consumption Goods Services Products</p>	<p>Critical Vocabulary</p> <p>Depend Bank</p>

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<ul style="list-style-type: none"> • United Streaming Videos • Books from the library about famous Americans • Use names as spelling words 	<ul style="list-style-type: none"> • Show each symbol for morning work (1 per day) each day and have students complete a journal writing about picture shown. 	<ul style="list-style-type: none"> • YouTube videos of songs listed above played daily during Morning Work • Google pictures of above locations and show one daily on the board during Language Arts. Have students list adjectives to describe the place. 	<ul style="list-style-type: none"> • Students will cut pictures from magazines. The pictures that are of items that they NEED, they can place on green construction paper to show that they should spend money on them. The items that are WANTS, they can paste those pictures on red construction paper to show that they should stop and not spend the money on those items. • Students will complete a journal writing about a trip to the store where they were on a budget. They will describe the things they chose to buy and the things they chose to leave at the store. 	<ul style="list-style-type: none"> • Create a Venn diagram with hula hoops to compare and contrast goods and services. • Look through the yellow pages of the phone book and make a list of local businesses. Students will list either the goods or services that the business sells and if this business would be considered a need or a want. 	<ul style="list-style-type: none"> • Field Trip to visit a local bank. • Make a list on the board of ways people can get goods and services. • Make a list of different types of transportation then determine what goods and services they will deliver.

<p>Balanced Assessment:</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> Daly exit slips: one note card per student each day with a famous Americans' name on it. Students will write a fact about the person. <p><u>Summative</u></p> <p>*Create an assessment for students to match the important person to a fact about them.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> Give students a daily quiz with 3 of the above symbols' names. Students will draw and color a picture of the symbol. <p><u>Summative</u></p> <p>Create an assessment for students to match the name of a symbol to a picture of it.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> Students will complete a Constructed Response where they will describe an important place in history and why they would like to visit that location. <p><u>Summative</u></p> <p>Create an assessment for students to circle the titles of important songs and label a picture of the US Capitol and the White House.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> Students will pretend they are taking a trip to Wal-Mart. They will list 5 needs and 5 wants that they want to buy. <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will get a wrapped box with pictures inside. Students will unwrap the box and label each picture as a need or a want. <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> Students will complete a Constructed Response explaining a trip to the store and what goods or services they purchased. <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will create a business poster. The poster will describe the good or services that their business will provide. Students will also list what country their products will be made in. <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> Students will sequence events to tell how a product is produced, distributed, and consumed. <p><u>Summative</u></p> <ul style="list-style-type: none"> Students will decide on a product they would like to produce. They will list ways they will distribute it., describe the product, and explain who they think will consume the product. <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>United Streaming Library Books</p>	<p>Resources Needed</p> <p>Pictures of Historical Symbols</p>	<p>Resources Needed</p> <p>YouTube Historical Songs listed above</p>	<p>Resources Needed</p> <p>Wrapped package Newspapers magazines</p>	<p>Resources Needed</p> <p>Poster board markers</p>	<p>Resources Needed</p> <p>Teacher created sequencing sentences about products being produced, distributed, and consumed.</p>

Weeks 31-33			Weeks 34-36		
States and Capitals			States and Capitals		
SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.			SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
The Bluegrass State and It's Borders	← Continued from Week 31	The Western Part of the Country	← Continued from Week 33	The Eastern Part of the Country	← Continued from Week 35
I CAN STATEMENTS: 1. I can identify the state of Kentucky on a map and name it's capital. <ul style="list-style-type: none"> • Kentucky 2. I can label the states that border Kentucky. <ul style="list-style-type: none"> • Ohio • Indiana • Illinois • Missouri • Tennessee 	← Continued from Week 31	I CAN STATEMENTS: 1. I can label the following states on a map: <ul style="list-style-type: none"> • Washington • Oregon • California • Nevada • Idaho • Montana • Utah • Arizona • Wyoming 	← Continued from Week 33	I CAN STATEMENTS: 1. I can label the following states on a map: <ul style="list-style-type: none"> • Minnesota • Iowa • Arkansas • Mississippi • Louisiana • Michigan • Pennsylvania • Alabama • Georgia 	← Continued from Week 35

<ul style="list-style-type: none"> • Virginia • West Virginia 		<ul style="list-style-type: none"> • Colorado • New Mexico • North Dakota • South Dakota • Nebraska • Kansas • Oklahoma • Texas • Alaska • Hawaii • Wisconsin 		<ul style="list-style-type: none"> • Florida • South Carolina • Florida • North Carolina • Maryland • Delaware • New Jersey • Connecticut • Massachusetts • Rhode Island • New Hampshire <ul style="list-style-type: none"> • Maine • Vermont • New York 	
<u>Critical Vocabulary</u> Names of States listed above	← Continued from Week 31	<u>Critical Vocabulary</u> Names of States listed above	← Continued from Week 33	<u>Critical Vocabulary</u> Names of States listed above	← Continued from Week 35
<u>Suggested Strategies/Activities</u> <ul style="list-style-type: none"> • USA floor puzzles • Jack Hartman song- "Sing the States" 	← Continued from Week 31 <ul style="list-style-type: none"> • Identify basic facts and important information about each state from week 31. 	<u>Suggested Strategies/Activities</u> <ul style="list-style-type: none"> • USA floor puzzle • Jack Hartman song- "Sing the States" 	← Continued from Week 33 <ul style="list-style-type: none"> • Identify basic facts and important information about each state from week 33. 	<u>Suggested Strategies/Activities</u> <ul style="list-style-type: none"> • USA floor puzzle • Jack Hartman song- "Sing the States" 	← Continued from Week 35 <ul style="list-style-type: none"> • Identify basic facts and important information about each state from week 35.
Balanced Assessment: Formative Students will be given on the portion of the USA map with the states listed above and will label those states. <u>Summative</u> Students will be given	← Continued from Week 31	Balanced Assessment: Formative Students will be given on the portion of the USA map with the states listed above and will label those states. <u>Summative</u> Students will be given a	← Continued from Week 33	Balanced Assessment: Formative Students will be given on the portion of the USA map with the states listed above and will label those states. <u>Summative</u> Students will be given a	← Continued from Week 35 Summative Assessment- Students will label a map of the USA with all of the states. Students will be given the names and asked to paste them correctly on the map.

<p>a map of the USA and label the states listed above. The states above will be highlighted and names listed on the bottom for students to cut and paste the names on the states,</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>		<p>map of the USA and label the states listed above. The states above will be highlighted and names listed on the bottom for students to cut and paste the names on the states,</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>		<p>map of the USA and label the states listed above. The states above will be highlighted and names listed on the bottom for students to cut and paste the names on the states,</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	
<p>Resources Needed</p> <p>Blank map of the Unites States</p>	<p>← Continued from Week 31</p>	<p>Resources Needed</p> <p>Blank map of the United States</p>	<p>← Continued from Week 33</p>	<p>Resources Needed</p> <p>Blank Map of the United States</p>	<p>← Continued from Week 35</p>