

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

<p>Unit/Theme My Feelings Clap For Community Workers Lesson 1 – Where We Learn Lesson 2 – We Work Together</p>
<p>Enduring Understandings Students will be able to:</p> <ul style="list-style-type: none">• Identify different emotions.• Identify and show appreciation for workers in their community.• Identify ways children act in school.• Recognize why people share and make good choices.• Analyze what it means to take turns.• Recognize why people cooperate.• Identify ways of sharing.• Identify and solve problems.
<p>Essential Questions</p> <ul style="list-style-type: none">• When do you feel happy?• When do you feel sad?• Who is one worker you have seen in your neighborhood? What is his or her job?• How do you act when you share?• What things do you learn to do at school?• What does the word problem means?• What does the word solution mean?
<p>Activities</p> <ul style="list-style-type: none">• Students will draw pictures of some rules that they need to follow in school.• students will look at the neighborhood map. The map shows where the mail carrier delivered mail today. By clicking on “yes” or “no” students will tell if the houses got mail today.• Students will write and draw what they share in school.• students will look at the picture and talk about the problem. Then they will draw a picture to show how they would solve the problem.• Students will draw a picture to show a time when they might choose to take turn. Then they will talk about their picture.
<p>Assessments</p>
<p>Formative (Throughout)</p>

Class work and class discussion
Summative (End of Year)
Time Frame/Month September
Resources/Websites(Primary/Secondary) Scholastic Magazines
Textbook Name (Chapters/Pages) The book "My World" – pages 1-11

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

Unit/Theme Lesson 3 – Rules and Laws Lesson 4 – Leaders Make Rules Lesson 5 – Good Citizens
Enduring Understandings Students will be able to: <ul style="list-style-type: none"> • Recognize why we need rules and laws. • Know the consequences of breaking rules. • Identify rules at school. • Identify community laws. • Compare school rules in the past with school rules today. • Identify leaders who make rules. • Describe the leaders in my home. • Explain how a government keeps communities safe. • Recognize what makes a good citizen.
Essential Questions <ul style="list-style-type: none"> • What is rule? • What is law? • Why do we follow rules?

- Why it is good to pick up your toys?
- What happens when we follow rules in school?
- How do people best cooperate?
- How are past school rules like your school rules today?
- What are some consequences of breaking rules at home?
- What does the word community mean?
- Which laws and rules in a community keep people safe?
- What does the word leader mean?
- Why do leaders make rules?
- What does the word government mean?
- What does a government do?
- Who is the leader in school?
- Who are the leaders at home?
- Who is the leader of the country?
- What do good citizens do?

Activities

- Students will compare and contrast the school rules from the past. Then they will circle a rule that is the same as a rule that they follow today.
- Students will draw a picture to show a rule that they follow to make sure no one gets hurt.
- Students will complete a worksheet where they circle the classroom rules and cross out the laws in our community.
- Students will draw a picture of a leader in their house.

Assessments

Formative (Throughout)
Class work and class discussion

Summative (End of Year)

Time Frame/Month

October

Resources/Websites(Primary/Secondary)

Textbook Name (Chapters/Pages)

The book "My World" – pages 12 - 19

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

Unit/Theme

1st week

Election Countdown

2nd week

Lesson 5 – Good Citizens

Hooray for Veterans!

3rd week

Do You Hear the Fire Truck?

Lesson 6 – Stories of Good Citizens

4th week

Helping Long Ago

A Heart Full of Thanks.

Enduring Understandings

Students will be able to:

1st week

- understand key facts about the upcoming presidential election.

2nd week

- Recognize that all people should be treated fairly.
- Identify how good citizens help solve problem.
- examine the different ways that veterans show bravery.

3rd week

- Students will be able to examine the different ways that firefighters show bravery.
- Recognize what a responsibility is.
- Identify what makes a good citizen.
- Identify how good citizens are responsible and help others.

4th week

- Students will be able to compare and contrast how Wampanoag and Pilgrim children helped their families.
- Students will be able to identify things to be thankful for.

Essential Questions

1st week

- What is president?
- What kind of person do you think would make a good president?
- Do you think you would make a good president? Why?
- When is Election Day?

2nd week

- What does the word courage mean?
- Why did Cesar Chavez want to help farmworkers?
- What did he help them get?
- Why was Cesar Chavez a good citizen?
- What is Malala Yousafzai doing to let people know things are not fair?
- Why was Malala a good citizen?
- Who are the Veterans?
- What is their job?
- Why it's important to honor them?
- What do we call someone who has served in the armed forces?

3rd week

- Why firefighters are good citizens?
- How are they brave?
- What is their job?
- What do firefighters wear in order to stay safe?
- What are some tools they use when there is a fire?
- What are some things that are NOT safe to touch?
- What does it mean responsibility?
- What did the lion do when the mouse woke him up?
- What do you think will happen after the lion gets caught in the net?
- Look at the pictures. How does the lion feel? How does the mouse feel?
- How are good citizens responsible?
- Is the mouse being a good friend?
- What does the word bundle mean?
- What happened when each of the sons tried to break the bundle?
- When were the sons able to break all the sticks?

- What did the brothers learn about working together?

4th week

- How do you help your family?
- Who are the pilgrims?
- How pilgrim children helped their families?
- How Wampanoag children helped their family?
- What are the children similar? How are they different?
- What are crops? Are they vegetables or animals?
- What are you thankful for?
- What is another word we use for thankful?
- What makes you happy?
- How can you appreciate your family?

Activities

1st week

- students will look at a graph and answer questions.

2nd week

- Students will draw a picture of themselves being a good citizen.
- Students will make a thank you card for the veterans.

3rd week

- students will color the boxes with upper case and lowercase Ff.
- Students will draw a picture and show how they are responsible.

4th week

- Students will draw and write to show how they help their family.
- Students will draw and write to tell about things they are thankful for.

Assessments

Formative (Throughout)
Class work and class discussion

Summative (End of Year)

Time Frame/Month

November

Resources/Websites(Primary/Secondary)

Scholastic Magazines – “Let’s Find Out”

Textbook Name (Chapters/Pages)

The book “My World” – pages 18 - 25

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

Unit/Theme

1st week

Distinguish Fact from Fiction

2nd week

Review chapter 1

Lesson 1 - Our Country and State

3rd week

Lesson 2 - Symbols of Our Country

Enduring Understandings

Students will be able to:

1st week

- Distinguish fact from fiction.
- Identify facts and details in stories and other texts.

2nd week

- Students will be able to answer questions from chapter 1.
- Recognize that we all live in a country: the United States of America
- Recognize that we all live in a state.

3rd week

- Recognize the American flag, what it looks like, and what it represents.
- Identify important national symbols that represent America.

Essential Questions

1st week

- What is the difference between fact and fiction?
- I am a teacher, is this a fact or fiction?
- I have four hands, is this a fact or fiction?
- I have a pet unicorn, is this a fact or fiction?
- The picture of George Washington is on the right, is that fact or fiction?

2nd week

- What is rule?
- What is law?
- How can you cooperate with others?
- What country do we live in?
- What are three ways to call our country?
- What is another word for country?
- How many states are there in our nation?

3rd week

- What are the colors of our flag? What patterns do you see? How could you describe what the flag looks like?
- What is the purpose of the flag?
- Why the bald eagle is a symbol of the United States?
- Why the Statue of Liberty is a symbol of the United States?
- What does the word proud mean? What are you proud of?
- Why was "The Star-Spangled Banner" written?

Activities

1st week

- Pages 26-27 - Students will look at the pictures as I will read the sentences. Then they will underline the sentence that gives a fact and circle the sentence that is fiction.

2nd week

- Pages 29-30 - Students will answer the questions.
- Pages 36-37 - Students will underline how many states there are in our nation. They will write the missing letters in each word.

3rd week

- Pages 38 - students will underline the colors of our flag.

<ul style="list-style-type: none"> Page 39 – circle the symbols of the United States. Write the missing letters.
Assessments
Formative (Throughout) Class work and class discussion
Summative (End of Year)
Time Frame/Month
December
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages)
The book “My World” – pages 26 - 39

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

Unit/Theme <u>1st week</u> Lesson 3 Symbols of our State

2nd week

Martin Luther King, Jr.

3rd week

Our New President

4th week

Lesson 4
American Heroes

Enduring Understandings

Students will be able to:

1st week

- Identify flags as important state symbols.
- Identify other important symbols that represent the state.

2nd week

- Students will be able to learn about Martin Luther Kind, Jr.

3rd week

- Students will be able to learn about the new president and the white house.

4th week

- Name different heroes from American history.
- Identify why specific people from history are remembered as heroes.

Essential Questions

1st week

- What is the name of our state?
- Where do you see a flag?
- Why is it there?
- What can you do with a flag?
- What pictures are shown on state flags?
- How are some state flags similar to the American flag?

2nd week

- Who was Martin Luther King, Jr.?
- What is segregation?
- What was the unfair law during Martin Luther King, Jr.?
- What did he do to change the law?

3rd week

- Who is the president of the United States?
- Who is the vice president of the United States?
- What is the white house?
- What happens in the oval room?
- How many rooms are in the white house?
- What happens in the white house?

4th week

Can you think of someone who lived a long time ago?

Who was our country's first president?

How do you think George Washington showed his bravery?

Why Abraham Lincoln was called Honest Abe?

What did Abraham Lincoln want for all people?

In what different ways were Benjamin Fanklin and Pocahontas heroes?

Why are the people in this lesson considered heroes?

Activities

1st week

- Students will analyze images.
- Students will write what they see on a state flag.

2nd week

- Students will complete a worksheet.

3rd week

- Students will find all the United States flag on the back of the magazine.

4th week

- Students will choose a hero from the lesson and draw a picture of him or her helping our nation.

Assessments

Formative (Throughout)
Class work and class discussion

Summative (End of Year)

Time Frame/Month

January

Resources/Websites(Primary/Secondary)

Scholastic Magazines – “Let’s Find Out”

Textbook Name (Chapters/Pages)

The book “My World” – pages 40 - 47

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

Unit/Theme

1st week

Lesson 5

Our National Holidays

2nd week

Our First President

Young Abe Lincoln

3rd week

Mid Winter Vacation

4th week

Blast Off With Mae Jemison!

Enduring Understandings

Students will be able to:

1st week

- identify national holidays that celebrate specific people.
- Recognize that we have many holidays to remember events that happened a long time ago.

2nd week

- use visuals and text to compare and contrast life in George Washington's time with life today.
- compare and contrast Abe Lincoln's life as a child to their own lives today.

3rd week

No School

4th week

- discuss Mae Jemison's journey as the first Black woman to go to space.

Essential Questions

1st week

- What is a holiday?
- What is likely to happen on a holiday?

- What do you see in the picture in this section? What is happening?
- When is George Washington and Abraham Lincoln's holiday?
- What are the people in this picture doing on page 50?
- What holiday is the girl celebrating on page 51? How do you know?
- What are the fireworks and parades on Independence Day a symbol of?
- How many national holidays are described in this lesson? What are they?

2nd week

- Who was George Washington?
 - How does he look different from people today?
 - How did he get around?
 - What did he wear?
 - How did he tell people his ideas?
 - Would you want to live in a time with no cars or TV?
 - What qualities might good presidents have?
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- Who was Abraham Lincoln?
 - Where did Abe grow up?
 - What did he like to do as a little boy?
 - What is something new you learned about Abraham Lincoln?
 - Would you like to be president one day? Why or why not?

3rd week

No School

4th week

- What is gravity?
- If you were an astronaut, what would be your favorite part of the job?
- Where did Mae get ready for space?
- How did Mae get to space?
- How did Mae feel in space?
- What color was Mae's spacesuit?

Activities1st week

- Page 48 - students will underline one way we celebrate our heroes.
- Page 50 – student will underline the event from long ago that we celebrate on Thanksgiving.
- Page 51 – student will draw people celebrating a holiday. Label the holiday.

2nd week

- Student will complete worksheets.
- Students will make a log cabin with Popsicle sticks.

3rd week

No School

4th week

- Students will complete worksheets.

Assessments

Formative (Throughout)
Class work and class discussion

Summative (End of Year)

Time Frame/Month

February

Resources/Websites(Primary/Secondary)

Scholastic Magazines – “Let’s Find Out”

Textbook Name (Chapters/Pages)

The book “My World” – pages 48-51

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

Unit/Theme

1st week

- Cause and Effect

2nd week

- Benjamin Franklin

3rd week

- Review chapter 2

4th week

- Work Now and Long Ago

Enduring Understandings

Students will be able to:

1st week

- identify the cause and effect of a particular event.

2nd week

- learn about Benjamin Franklin.

3rd week

- Know chapter 2

4th week

- use prior knowledge to gain understanding
- make meaningful connection to prior experience.
- Explore potential jobs for later in life.

Essential Questions

1st week

- What is cause?
- What is effect?
- What cause the glass to fall? What was the effect?

2nd week

- Who was Benjamin Franklin?
- Was he a president of the United States?
- What is patriotism mean?
- What did Benjamin Franklin do for our country?

3rd week

- What are some symbols of the United States?
- When is Independence Day?
- Who are some American heroes?

4th week

- What is one way that jobs today are different from long ago?
- What is my job?

Activities

1st week

- pages 53 – students will label the picture that shows the cause C and label the picture that shows the effect E. Then they will describe the connection between the two events.

2nd week

- pages 54 – students will draw a picture to show what they like about our country.

3rd week

- pages 55 -56 – students will answer the questions.

<p><u>4th week</u></p> <ul style="list-style-type: none"> Pages 58-59 – students will draw a picture of someone they know doing his or her job.
<p>Assessments</p>
<p>Formative (Throughout) Class work and class discussion</p>
<p>Summative (End of Year)</p>
<p>Time Frame/Month March</p>
<p>Resources/Websites(Primary/Secondary) Scholastic Magazines – “Let’s Find Out”</p>
<p>Textbook Name (Chapters/Pages) The book “My World” – pages 52-59</p>

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

<p>Unit/Theme</p> <p><u>1st week</u> Chapter 3 – What is my Job?</p> <p><u>2nd week</u> Chapter 3 Lesson 1 – Why People Work</p> <p><u>3rd week</u> Chapter 3 Critical Thinking Skills</p>
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4th week

Chapter 3
Lesson 2 – Jobs at School

Enduring Understandings

Students will be able to:

1st week

- Explore potential jobs for later in life.

2nd week

- Explain the reasons why people work.
- Explore the difference between needs and wants.
- Recognize that people make money through their jobs to provide the things they need and want.

3rd week

- Recognize the difference between costs and benefits.
- Use a chart to compare costs and benefits.

4th week

- Identify the importance of a child's job at school.
- Recognize role and purpose of jobs at school.
- Analyze visuals and identify important information.

Essential Questions

1st week

- How have jobs changed over time?
- What is Bella's job in the picture? Why does she need tools?
- What do you want to be when you grow up?

2nd week

- What are some of the reasons people work?
- Who do you know that works?
- What are the jobs that they do?
- Where do they go to work?
- Can we live without soccer balls?
- Can we live without food?

3rd week

- What is cost?
- What is benefit?
- What are the costs and benefits of choosing to play with building blocks? What are the cost and benefits of choosing to read a book?

4th week

- Who works in a school?
- What is the teacher's job?
- Who is the leader of the school?

Activities

1st week

- Pages 60-61 – students will draw about a job that they might like to do.

2nd week

- pages 62-63 - students will look at the pictures and explain why each thing is a need or a want.

3rd week

- pages 64-65 – students will circle the picture of horses or tractors they would use in their farm and why?

4th week

<ul style="list-style-type: none"> pages 66-67 – students will circle the name of the leader of a school.
Assessments
Formative (Throughout) Class work and class discussion
Summative (End of Year)
Time Frame/Month
April
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages) The book “My World” – pages 60 - 67

Curriculum Map

Name of Teacher Sr. Arfin

Subject Social Studies

<p>Unit/Theme</p> <p><u>1st week</u></p> <p>Chapter 3</p> <p>Lesson 3 – Jobs in our Community</p> <p>Lesson 4 – Jobs Then and Now</p> <p><u>2nd week</u></p> <p>Chapter 3 - Main Idea and Details</p> <p>Review chapter 3</p>
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3rd week

Chapter 4
Lesson 1 - Where We Live

4th week

Lesson 2 - Globes and Maps

Enduring Understandings

Students will be able to:

1st week

- Name familiar community helpers.
- Identify many of the jobs within a community and understand their purpose.
- Discuss making and selling things.
- Compare and contrast jobs long ago and jobs today.
- Recognize that tools make some jobs faster, as well as how some tools have changed over time.
- Analyze visuals and identify important details.
- Compare and contrast life long ago and life today.

2nd week

- Identify the main idea in a story or paragraph.
- Identify supporting details in a story or paragraph.

3rd week

- Compare and contrast the relative locations of people, places, and environments.
- Recognize several different location words.
- Realize that places, and their relative advantages and disadvantages, can change over time.

4th week

- Recognize what a globe represents and how to use one.
- Recognize what a map represents and how to use one.

Essential Questions

1st week

- Who works in the community?
- What is the carpenter's job?
- Who is the leader of the school?
- Why do we need workers to make and sell things to us?
- What are the classroom jobs?
- How are our lives different from those who lived in the past? How are they the same?
- How do fire trucks today help firefighters put out fires more quickly?
- What are some tools you use to make work faster?
- What tools are the people using in the picture? Which of those tools have you used?
- Do you think life was easier or harder in the past? Why?

2nd week

- What is the main idea of this paragraph?
- What else does the text tell us about the busy post office?
- What is a detail that supports the main idea?

3rd week

- Where are you right now?
- Where am I standing?
- What is the relative location of the pencil?
- What is to the right of the fish bowl?
- What object is to the left of the boy?

4th week

- What do the blue areas on a globe show?
- How is land shown on a globe?
- Why do you think we use globes?

Activities

1st week

- Pages 68-69 – students will circle someone that can help if you get sick. Draw a job in the community and write the name of the job.

- Pages 70-73 – students will underline the way people got to school long ago. Underline the ways people get to school now.

2nd week

- Pages 74-76 – students will underline the main idea and draw something that they can find in the library today.

3rd week

Pages 84 – students will underline what relative location is.

Page 85 – students will circle something to the right of the boy.

4th week

- Pages 88 – students will circle the water and draw an X on some land.
- Page 89 – students will discuss how maps and globes are alike and different.

Assessments

Formative (Throughout)
Class work and class discussion

Summative (End of Year)

Time Frame/Month

May

Resources/Websites(Primary/Secondary)

Textbook Name (Chapters/Pages)

The book “My World” – pages 68 - 89

