



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A..
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.
Tracy Bock, Ed.S.



HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75) •
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)



Unit 1		Government and Civics
Unit Compelling Question: Why do people need rules and laws?	Assessments: <ul style="list-style-type: none"> Ongoing teacher-created formative assessments Teacher-created summative assessments 	Duration: 10 weeks
Topic 1: RULES AND LAWS		Suggested Duration: 3 Weeks
SUPPORTING QUESTION(S): <ul style="list-style-type: none"> What is the purpose of rules? How do rules and laws keep us safe? Why are rules and laws needed to maintain peace in our communities? 		
VOCABULARY: Rule, Law, Consequence, Cooperate, Respect, Purpose Community		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
DOA-SS-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. DOA-SS-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.		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can identify rules within groups (school, clubs, teams). (SS-1.1.2) I can explain the purpose why it is important to follow rules. (SS-1.1.2) I can give examples of ways to be a good student. (SS-1.3.2) 	<ul style="list-style-type: none"> Create class rules together. Decide as group what rules are needed to maintain a safe and productive environment. Guide students into categorizing rules into four general areas: 1) our responsibilities to ourselves; 2) our responsibilities to others; 3) our responsibilities Create class rules together. Decide as group what rules are needed to maintain a safe and productive environment. Guide students into categorizing rules into four general areas: 1) our responsibilities to ourselves; 2) our responsibilities to others; 3) our responsibilities with our own things; 4) our responsibilities with other people’s things. 	<ul style="list-style-type: none"> <i>Recycle</i> by Gail Gibbons <i>Iris and Walter and the Substitute Teacher</i> by Elissa Haden Gue <i>When I Grow Up, I Will Win the Nobel Peace Prize</i> by Isabel Pine, lesson and themes of citizenship

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| | <ul style="list-style-type: none">• Create a class book entitled, “Being a Good Citizen” as a class project to include sections on rules and laws, people who have authority to make and enforce rules and laws, and being responsible and resolving conflicts. This could be student dictated, computer generated and student illustrated. Consider having a publishing party and inviting the principal, assistant principal, and/or resource officer and parents to share in the unit projects.• Students will sort rules for home, community, and school.• Write and illustrate classroom rules/Constitution• Create a cause and effect scenarios of following and not following rules. | |
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Topic 2: AUTHORITY AND POWER**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

- Who are the people who have authority to make and enforce rules and laws?
- How is power used in our school and in our community by people who have no authority?

VOCABULARY: Power, Authority, Enforce**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:****DOA-SS-2.2.1** Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify who enforces rules in my school. ▪ I can identify who enforces rules in my community. ▪ I can identify social institutions and explain how each helps the family. (SS-2.2.1) ▪ I can identify the responsibilities of workers in my school. (SS-2.2.1) ▪ I can identify how schools help the community. (SS-2.2.1) ▪ I can identify how the community helps the school. (SS-2.2.1) ▪ I can identify how families and schools help the community. (SS-2.2.1) 	<ul style="list-style-type: none"> • Brainstorm a list of questions with the class to ask the principal, assistant principal, and/or safety officer about their roles in making and enforcing rules and laws. • Invite principal, assistant principal and/or safety officer to be interviewed by the class using questions generated by class. (Primary Source) 	<ul style="list-style-type: none"> • Back to School Rotten Ralph – Gantos • Ally Cat Takes Over First Grade - Leroe

Topic 3: RIGHTS AND RESPONSIBILITIES**Suggested Duration: 3 Weeks****SUPPORTING QUESTION(S):**

Why are rights and responsibilities important?

VOCABULARY: Right, responsibility, participation**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

DOA-SS-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, responsibility) and explain why they are important today.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify rights I have at home and at school (e.g., go to school, be safe)(SS-1.3.1) ▪ I can define responsibility. (SS-1.3.1) ▪ I can identify responsibilities that I have at home and at school (e.g., treat others fairly)(SS-1.3.1) ▪ I can identify the people in school responsible for enforcing the rules (e.g., principal, bus driver, teacher)(SS-1.3.1) ▪ I can explain the need for people to enforce rules in my school. (SS-1.3.1) ▪ I can identify the responsibilities of workers in my school. (SS-1.3.1) 	<ul style="list-style-type: none"> ▪ Students discuss and answer the following questions: <ul style="list-style-type: none"> ▪ What does it mean to be a good citizen? ▪ In what ways are you a good citizen? ▪ What things could you do better to be a better citizen? ▪ As a class, develop a list of the qualities a good citizen should practice. ▪ Read *Chrysanthemum. Discuss how bullying is portrayed in the story. How is bullying an inappropriate use of authority? Role play appropriate ways to handle bullying. Write about a time when they were hurt by teasing. 	<ul style="list-style-type: none"> • Family Pictures/Cuadros de Familia by Carmen Lomas Garza • Rights and Responsibilities, from Kids Health • Youth for Human Rights • Getting Involved: Volunteers at Our School • <i>The School Bus Driver from the Black Lagoon</i> by Mike Thaler • <i>Living in Urban Communities</i> by Kristin Sterling • <i>Whose Hat Is This?</i> by Katz Cooper • <i>Fire, Fire</i> by Gail Gibbons • <i>The Night Worker</i> by Kate Banks • <i>I Want to Be a Firefighter</i> • <i>Vets</i> by Diyan Leake • <i>A Day in the Life of a Police Officer</i> by Linda Hayward • Activities from Teaching Tolerance: <ul style="list-style-type: none"> ○ Allies: A Discussion Activity ○ Peer Exclusion Activity ○ What's Fair? ○ Kids To The Rescue Activity • Activities from Teachable Moment: <ul style="list-style-type: none"> ○ Respecting Differences ○ I-Messages ○ Conflict Escalator ○ Bully Puppets

Topic 4: CONFLICT RESOLUTION**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

- How do people make decisions?
- How do people resolve conflicts?
- What is justice?
- How is justice administered fairly?
- What is cooperation?
- How can conflicts be solved fairly at home, school, and in our community?

VOCABULARY: Conflict, Resolution, Fair/fairness, Bullying**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

DOA-SS-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals and groups at home and at school.

DOA-SS-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can describe the steps in solving conflict. ▪ I can describe examples of conflict with my friends and explain how to solve them. ▪ I can cooperate with my classmates and teachers. ▪ I can identify ways people live together and interact in a community of many cultures (e.g., compromising, being fair, looking for ways to learn from each other, listening carefully to others' ideas). (SS-2.3.1) ▪ I can identify ways people solve problems together (e.g., compromise, cooperation, communication). (SS-2.3.1, SS-2.3.2) 	<ul style="list-style-type: none"> • Choose a favorite children's story, such as a fairytale, to illustrate how characters make decisions and consequences that resolve from those decisions. Use as a springboard to discuss making alternative decisions. • Explore the concept of fairness and how there are different ways in which fairness is administered in a just way. • Provide scenarios for students to role-play problem/solution using cooperation. • Help students brainstorm situations that involve conflict. • Have students draw a five-frame comic strip that illustrates an everyday conflict. In the last frame, have students create a resolution to the conflict that would result in cooperation. Have students' role play their comic strip to the class (assess) • Create a How to Cooperate poster 	<ul style="list-style-type: none"> ▪ <i>And to Think we Thought that We'd Never Be Friends</i> - Hobberman ▪ <i>The Brennan Town Musicians</i> as told by Eugene Evans. ▪ http://www.pacerkidsagainstbullying.org/kab/ ▪ Multicultural Cinderella Stories ▪ <i>Family Pictures/Cuadros de Familia</i> by Carmen Lomas Garza ▪ <i>I Love Trains!</i> by Philemon Sturgess ▪ <i>Wheels!</i> by Annie Cobb ▪ <i>My Big Truck Book</i> by Roger Priddy ▪ <i>A Birthday Basket for Tia</i> by Pat Mora ▪ <i>People Say Hello</i> by Will Barber ▪ <i>Love As Strong As Ginger</i> by Lenore Look ▪ <i>Snapshots from the Wedding</i> by Gary Soto ▪ <i>A Is for Africa</i> by Ifeom Onyefulu ▪ <i>I Hate English</i> by Ellen Leine ▪ <i>The Name Jar</i> by Yangsook Choi ▪ <i>Too Many Tamales</i> by Gary Soto ▪ <i>Hats, Hats, Hats</i> by Ann Morris ▪ <i>I Love Saturdays</i> by Alma F. Ada ▪ <i>The Paper Crane</i> by Molly Bang ▪ <i>We All Went On Safari</i> by Laurie Krebs ▪ <i>My Granny Went to Market</i> by Stella Blackstone ▪ <i>Games</i> by Lisa Easterling



Topic 1: MAPS

Suggested Duration: 2 Weeks

SUPPORTING QUESTION(S):

- What are the key elements of maps and globes?
- How do I make a map of my school?

VOCABULARY: Map, Globe, Compass rose, Cardinal Directions, Title, Key/legend, Symbol, North, South, East, West

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-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.

DOA-SS-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth’s surface and use relative location.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify the parts of a map: Title, scale, key/legend, compass rose. (SS-4.1.1, SS-4.1.2) ▪ I can explain symbols used on a map. (SS-4.1.1) ▪ I can locate places on a simple map. (SS-4.1.1) ▪ I can identify and use cardinal directions: north, south, east, and west. (SS-4.1.1, SS-4.1.2) ▪ I can identify items in the classroom, using a simple map. (SS-4.1.1) ▪ I can create a simple map showing where items are isolated in the classroom. (SS-4.1.1) ▪ I can identify the distance between items in the classroom, using simple ways, like footsteps or tile squares to measure distance. (SS-4.1.1, SS-4.1.2) ▪ I can identify the location of people (e.g., I am next to Joe. Sally’s in the middle. (SS-4.1.1) 	<ul style="list-style-type: none"> • Using a political map and a globe, identify compass rose and the cardinal directions. Discuss how they help locate a given place on the map or globe and in the real world. • Using knowledge of cardinal directions, create a simple map (class generated or small group) of your school site showing important locations such as your classroom, cafeteria, office, media center, etc. 	<ul style="list-style-type: none"> ▪ Class Set Up Tool, Scholastic, create a virtual classroom map ▪ Shape of My World: Mapping a Classroom

Topic 2: USING MAPS AND GLOBES	Suggested Duration: 3 Weeks
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- SUPPORTING QUESTION(S):**
- How do we use maps and globes to describe places around the world?
 - How do you use a map and a globe to locate places?
 - Where is Kentucky located on a map of the United States and on the globe?
 - How do you find Baton Rouge on a Louisiana map and on a globe?

VOCABULARY: Political map, Physical map, Cultural map, Atlantic Ocean, Gulf of Mexico, Rapides Parish (or current Parish), Alexandria (or current city), Louisiana (or current state), ocean, peninsula, lake, river, swamp, gulf, mountain

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth’s surface and use relative location.

DOA-SS-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.

DOA-SS-4.2.1 Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can define relative location. (SS-4.1.2) ▪ I can give examples of relative location. (SS-4.1.2) ▪ I can identify features on a map (e.g., oceans, continents, mountains, islands). (SS-4.1.2) ▪ I can use maps and globes to identify landforms and bodies of water (e.g., lakes, rivers, continents, islands). (SS-4.1.2) ▪ I can describe a political map and a physical map. (SS-4.1.2) ▪ I can describe the physical characteristics of my neighborhood. (SS-4.2.1) ▪ I can look at pictures of physical characteristics and identify them. (SS-4.2.1) ▪ I can use symbols of physical characteristics on maps and identify what they represent. (SS-4.1.2) ▪ I can explain why people would want to settle near a river. (SS-4.1.3) 	<ul style="list-style-type: none"> • Look at the difference between a physical map (showing mountain ranges and landforms) and a political map (showing cities, states, and other political boundaries). • Using a simple map of the United States of America, show students how states are divided. Ask if anyone can point to Louisiana then discuss the shape, size, and location in comparison with surrounding states. Is this a political or physical map? • Work with students to make and illustrate a chart of physical features found in Louisiana. Ask questions of students: Are there mountains in Louisiana? Are there rivers? etc. • Have students describe their relative location in the classroom compared to the teacher’s desk, the door and a friend. 	<ul style="list-style-type: none"> ▪ Google Earth - Map your street ▪ National Geographic Interactive World Map ▪ <i>Water, Water Everywhere</i> by Mark J. Rauzon ▪ <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros ▪ <i>Polar Region</i> by Cassie Mayer

Topic 3: THE WORLD AROUND US**Suggested Duration: 4 Weeks****SUPPORTING QUESTION(S):**

- What effects does the location of Louisville and Kentucky have on our lives?
- How does the weather in Central Louisiana affect our community?
- How does the physical environment of Louisiana affect our lives?

VOCABULARY: Weather, Community, climate, culture, town, city, state, county**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:****DOA-SS-4.1.3** Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.**DOA-SS-4.4.1** Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing)

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify the different areas in my community where people live, work, and play (e.g., businesses, housing, agriculture, recreation). (SS-4.1.3) ▪ I can identify ways people use the land and water to help them live (e.g., food, shelter, clothing). (SS-4.4.1) ▪ I can identify ways people change the land and water to help them live (e.g., clear land to farm, use lumber to build boats, build bridges to cross rivers). (SS-4.4.1) ▪ I can identify ways people use waterways or rivers for transportation/travel. (SS-4.1.3) 	<ul style="list-style-type: none"> • Using a teacher created chart with pictures/words/phrases that depict location, weather, physical environment, animals. Students will match pictures of clothing, houses, recreation to appropriate columns. • Using a Venn diagram, have students compare and contrast Alexandria (or current city) with a more northern community. Look at things such as climate, crops, industry, and tourism. • Discuss how extreme weather affects communities. • Maintain a United States map and a globe throughout the school year. As special days occur or places are referenced in stories, have students find the places on the map or globe. 	<ul style="list-style-type: none"> ▪ People in My Community, Scholastic Lesson Plan ▪ Places in My Community Lesson Plan ▪ <i>Farming</i> by Cassie Mayer ▪ <i>Where Does Our Food Come From?</i> by Bobbie Kalman ▪ <i>What Is It Made From?</i> by Bobbie Kalman ▪ Our Community ▪ <i>Our Apple Tree</i> by Gorel Kristina Naslund ▪ <i>Busy Tractors, Busy Days</i> by Lori Haskins Houran ▪ <i>Rubber</i> by Cassie Mayer ▪ The People Who Live in Our Community ▪ Community Workers ▪ We All Go Travelin' By



Topic 1: PEOPLE FROM THE PAST

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

- What is history?
- Who are some people from the past that we celebrate, and why do we remember them?

VOCABULARY: Primary Source, history, national, holiday, heroism, achievements, heritage, character, honesty, courage, responsibility

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

DOA-SS-5.2.1 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.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can define history. (SS-5.1.1) ▪ I can explain how we learn about the past. (SS-5.1.1) ▪ I can identify a primary source (photograph, speaker, artifact, letter, audio/video recording). (SS-5.1.1) ▪ I can identify character traits like honesty, responsibility, courage. (SS-5.2.1, SS-5.1.1) ▪ I can identify some famous people from America’s past. (SS-5.1.1) 	<ul style="list-style-type: none"> • Students will give an oral definition of history. Create a class graphic organizer, such as a Frayer model, to define what history is and what it is not as well as give an example and non-example. • Read a biography of famous American Make a chart listing facts about the person. Have students give reasons from the book to support the facts they listed. What primary sources could we look at to learn more about this person? • Mark birthdays of famous Americans on the calendar. Why do we celebrate these days? • Make a character trait list and add to it as you study Americans from the past • Class will create a character map of a historical figure from America’s past. 	<ul style="list-style-type: none"> ▪ Reading, Writing, and ‘Rithmetic in a One- Room School House, resources from EDSITEment ▪ American Library Association article, Revisiting the One-Room School House, with book lists for fiction, informational, and picture books ▪ http://www.americaslibrary.gov/aa/index.php (Amazing Americans) ▪ http://www.cyberbee.com/yesteryear/ Primary Source Investigation on Children from the past. ▪ Frayer model example ▪ <i>Little House in the Big Woods</i> by Laura Ingalls Wilder

Topic 2: LIFE THEN AND NOW**Suggested Duration: 3 Weeks****SUPPORTING QUESTION(S):**

- How is family life today different from family life in the past?
- How is school life today different from school life in the past?
- How is community life today different from community life in the past? What is the difference between historical fact and historical fiction?

VOCABULARY: People, Family, Community, timeline, days, weeks, months, sequence, now, then, future**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:****DOA-SS-5.1.1** Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.**DOA-SS-5.2.2** 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.**DOA-SS-5.2.3** Students will describe change over time in communication, technology, transportation and education in the community.**LEARNING TARGETS**

- I can use many sources to learn about the past. (SS-5.1.1)
- I can compare and contrast families, schools, communities and technology of today with those of the past. (SS-5.2.3)
- I can compare the cultures of Native-American groups. (SS-5.2.2)
- I can identify change over time in my community. (SS-5.2.3)

POSSIBLE INSTRUCTIONAL STRATEGIES

- Compare/Contrast graphics of ‘Then and Now’ concept: Families, Schools, Communities, Technology
Historical Fact vs. Historical Fiction: classify and sort books, pictures, phrases As a class, compare and contrast using the following graphic organizers: T-chart for “Families then and now” Venn Diagram to do “School then and now” Timelines to do “Community life then and now” to show changes over time
- Demonstrate a timeline with pictures from your life. Have students create a timeline beginning with birth – baby, toddler, kindergarten, first grade, how they think they will look in the future.
- Play “Jump Back in Time” Game
http://www.americaslibrary.gov/jb/game/sleuth_intro.php
- Have students bring in primary sources of time past (photographs, artifacts, etc.)
- Have students study cultures of Native Americans from Louisiana. Let them compare and contrast the lives of Native Americans with of people today.

POSSIBLE RESOURCES

- [Map of Native American Tribes in Louisiana Long Ago](#)
- [Louisiana Digital Library](#)

Topic 3: HISTORICAL SONGS, SYMBOLS, PLACES, AND HOLIDAYS	Suggested Duration: 3 Weeks
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- SUPPORTING QUESTION(S):**
- What are civic holidays, such as Memorial Day, Veteran's Day, and Thanksgiving?
 - Why do we celebrate civic holidays?
 - What symbols help us remember our heritage?

VOCABULARY: Civic, Holiday, Celebrate, nation, America, American

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.
DOA-SS-5.2.1 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.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify important events (e.g., Columbus’s voyage, the pilgrims’ first Thanksgiving, the first Independence Day) in our country’s past. (SS-5.2.1, SS-5.1.1) ▪ I can identify patriotic songs of our country. (SS-5.2.1, SS-5.1.1) ▪ I can identify patriotic symbols of our country. (SS-5.2.1, SS-5.1.1) ▪ I can identify patriotic holidays of our country. (SS-5.2.1, SS-5.1.1) 	<ul style="list-style-type: none"> • Explain to students that civic holidays mark important events in our nation’s history. • Discuss why and how we celebrate various holidays; such as Memorial Day, Veteran’s Day, and Thanksgiving. • Begin an ongoing Civic Holiday Journal, which would identify important information about each civic holiday. Compare and contrast civic holidays with religious and family celebrations. Read books or watch videos that tell about the various holidays. • Use ‘Symbols of America’ lesson plan from Discovery Education - http://www.discoveryeducation.com/teachers/free-lesson-plans/symbols-of-america.cfm • Sing patriotic songs: The Star Spangled Banner; America the Beautiful. Have students make a class book of one of the songs and illustrate each line of lyrics. 	<ul style="list-style-type: none"> ▪ Printable Daily Timeline ▪ Make a Family History Timeline ▪ Create a timeline online from technology ▪ Jump Back in Time, (Take a trip to an era in American history to choose events for a time line.) ▪ Symbols of America Lesson Plan ▪ Online Read Alouds About Our Country's Past, from Scholastic (Click on Social Studies.) ▪ Interactive map of the voyages of Christopher Columbus ▪ Interactive map of the voyage of the Pilgrims ▪ <i>Veteran’s Day</i>, Cotton ▪ <i>The Wall</i>, Eve Bunting ▪ <i>A is for America</i>, Scillian ▪ <i>The Star Spangled Banner</i> (Random House Pictureback Book), FRANCIS SCOTT KEY ▪ <i>A Flag for All</i> – Brimmer ▪ <i>Betsy Ross: The Story of Our Flag</i>



Topic 1: WANTS AND NEEDS

Suggested Duration: 4 Weeks

SUPPORTING QUESTION(S):

- How do goods and services meet people’s wants and needs?
- What is the difference between a good and a service?
- What is the difference between a buyer and a seller of goods and/or services?
- How do buyers and sellers use money to conduct business?
- How are “producers” different from “consumers”?

VOCABULARY: Goods, Services, Buyer, Seller, Money (coin, bill), Exchange, Trade, Producer, Consumer, Resource, Purchase

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-3.1.1 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.

DOA-SS-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).

DOA-SS-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).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify and give examples of a want. (SS-3.1.1) ▪ I can identify and give examples of a need. (SS-3.1.1) ▪ I can identify why people cannot have everything they want. (SS-3.1.1) ▪ I can explain the difference between needs and wants. (SS-3.1.1) ▪ I can identify and give examples of goods. (SS-3.1.1) ▪ I can identify and give examples of services. (SS-3.3.1) ▪ I can identify how people get goods and services (e.g., trade, market, money). (SS-3.3.2) 	<ul style="list-style-type: none"> • Model buying and selling objects created by students in a classroom. –Class store • Create a chart of goods and services that are important in the students’ lives. Sort goods and services according to needs and wants (Needs and Wants are taught in Kindergarten). • Match Community Helpers to the services they provide. • Primary Source: Ask a businessperson to talk class about what he/she produces. Example: cabinet maker, farmer, fisherman, store owner, etc. 	<ul style="list-style-type: none"> ▪ <i>A Chair for My Mother</i> by Vera Williams ▪ <i>Those Shoes</i> by Maribet Boelts ▪ <i>What Do We Need?</i> by Trisha Callella ▪ <i>Polar Region</i> by Cassie Mayer ▪ <i>My Granny Went to Market</i> by Stella Blackstone ▪ <i>Sorting at the Market</i> by Tracey Steffora ▪ <i>Rubber</i> by Cassie Mayer ▪ <i>Bunny Money</i> by Rosemary Wells ▪ Rumble, Grumble, Gurgle, Roar, EconEd Lesson ▪ A Lesson on Choice, EconEd Lesson ▪ Woof! Woof! At Your Service, EconEd Lesson ▪ Goods and Services, EconEd Lesson ▪ Curiosity Shop, EconEd Lesson ▪ To Market, To Market, EconEd Lesson

Topic 2: MONEY: SAVING AND SPENDING**Suggested Duration: 5 Weeks****SUPPORTING QUESTION(S):**

- Why would someone choose to give up one thing in order to get another?
- Why are some resources scarce?
- What choices have to be made when goods or services are scarce?
- How can saving money help you obtain things you want?
- How can a bank help us save money?

VOCABULARY: Scarce, opportunity cost, Saving, Bank, Banking, Choices**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

DOA-SS-3.1.1 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.

DOA-SS-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).

DOA-SS-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).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can define opportunity cost. (SS-3.1.1) ▪ I can identify the opportunity cost when given a choice. (SS-3.1.1) ▪ I can define scarcity. (SS-3.1.1) ▪ I can identify why some resources are scarce, while others are not. (SS-3.1.1) ▪ I can describe money. (SS-3.1.1) ▪ I can explain how saving helps you obtain goods and services. (SS-3.3.1) ▪ I can describe a bank. (SS-3.2.1) ▪ I can explain the purpose of a bank. (SS-3.2.1) ▪ I can explain the route a product takes from farm/factory, to store, to me! (SS-3.4.1) 	<ul style="list-style-type: none"> • Choose a product that students use. Help students trace the product from its origination/creation to its purchase. Example: Jelly Bellies http://www.jellybelly.com/Virtual_Tour/virtual_tour.aspx • Use map skills to trace the delivery of the product from factory or farm to store. 	<ul style="list-style-type: none"> ▪ <i>The Lorax</i> – Dr. Seuss ▪ <i>Alexander Who Used to be Rich Last Sunday</i> – Viorst ▪ <i>Spending and Saving</i> – Hill ▪ <i>Do I Need It? Or Do I Want It?</i> - Larson ▪ http://www.kathimitchell.com/econ.htm- (a variety of economic resources) ▪ http://www.kidsmoney.org/(variety of resources and activities)