



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.

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Kindergarten – Social Studies



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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)

Kindergarten – Social Studies



THE DIOCESE
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Unit 1 Government and Civics

<p>Unit Compelling Question: Why do we need to know where we live and obey the rules and laws of our community?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ▪ Ongoing teacher-created formative assessments ▪ Teacher-created summative assessments 	<p>Duration: 8 weeks</p>
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Topic 1: RULES AND LAWS Suggested Duration: 2 Weeks

SUPPORTING QUESTION(S): Why do citizens have and obey rules at home, at school and in their community?

VOCABULARY: Rules, citizen, responsibility, honesty, courtesy, fairness

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. DOK 2

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can follow the rules at school (SS-1.1.2) ▪ I can describe rules at home (SS-1.1.2) ▪ I can explain why it is important to follow rules (SS-1.1.2) ▪ I can give examples of what it would be like without rules (SS-1.1.2) ▪ I can identify people who help me follow the rules at home, school and in my neighborhood (teacher, parent, police) (SS-1.1.2) ▪ I can tell what can happen if our classroom rules are not followed (SS-1.1.2) ▪ I can follow rules in my community (SS-1.1.2) ▪ I can explain why we need rules in a community 	<ul style="list-style-type: none"> • Create a set of class rules and/or mission statement together. • Discuss rules with kids. • Have them draw pictures of themselves following each rule as you discuss it. • Read-aloud stories about kids and rules. • Discuss why rules are needed in our neighborhood. Invite a police officer to come to the classroom to meet students. 	<ul style="list-style-type: none"> ▪ <i>The Rainbow Fish</i> (Marcus Pfister) ▪ <i>The 7 Habits of Happy Kids</i> (Sean Covey) ▪ <i>How full is your Bucket</i> (Rath) ▪ <i>Do Unto Otters</i> (Keller) ▪ <i>A Bad Case of Tattle Tongue</i> by Julia Cook ▪ <i>If Everybody Did</i> (Stover) ▪ <i>Know and Follow Rules</i> by Cheri J. Meiners M.Ed. ▪ <i>Don't Squeal Unless It's a Big Deal: A Tale of</i> by Jeanie Franz Ransom ▪ <i>First Day Jitters</i> by Julie Danneberg ▪ www.storylineonline.net (books read aloud) ▪ <i>No, David!</i> – David Shannon ▪ <i>David Goes to School</i> – David Shannon ▪ <i>Officer Buckle and Gloria</i> – Rathman ▪ <i>Nobody Knew What to Do</i> - McCain

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Unit 1 Government and Civics

Topic 2: ALL ABOUT ME **Suggested Duration:** 1 Week

SUPPORTING QUESTION(S):

How do we value diversity in our classroom and in the United States?

VOCABULARY:

Timeline, tradition, holiday

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1

DOA-SS-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.

DOA-SS-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.

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

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 use a simple time line to show special events of my life. (Things to note: birth date, arrival of brothers or sisters, first words, first steps, moves, etc.)(SS-5.1.1) ▪ I can tell things about myself and my family (SS-2.1.1, 2.1.2) ▪ I can compare a picture of myself to a picture of a classmate and tell how we are alike and how we are different (SS-2.1.2, 2.1.1, 2.1.3) 	<ul style="list-style-type: none"> • Create an “All About Me” book • Start an “Our Year in Kindergarten” visual timeline in the classroom. • Assign classroom jobs/ responsibilities to students. Have them reflect, in pictures about the importance of these jobs. • Have kids introduce themselves and tell a reason why they are special. • Throughout the year, ask kids about traditions their family celebrates. 	<ul style="list-style-type: none"> • Personal Time Line Lesson Plan • "I am Special" song (lyrics) • "I am Special" song (video) • <i>The Name Jar</i> by Choi Yangsook (uniqueness of names) • <i>Amazing Grace</i> by Mary Hoffman (being special, celebrating talents) • <i>Whoever You Are</i>, by Fox • <i>Houses and Homes</i>, by Morris • <i>Children Around the World: The Ultimate Class Field Trip</i>, by Woodfield • <i>Countries Around the World</i> series, Dahl

<ul style="list-style-type: none">▪ I can tell about things I like and things I don't like (SS-2.1.1)▪ I can compare what I like and don't like to a classmate's likes and dislikes (SS-2.1.1)▪ I can tell about an interest or hobby I have (SS-2.1.1)▪ I can describe my family (SS-2.2.1)I can describe how to be a good helper at home (SS-2.2.1)▪ I can name some responsibilities I have at home (SS-1.3.1)▪ I can describe a tradition my family celebrates (SS-2.1.1)		<ul style="list-style-type: none">• <i>We are Different, We are the Same</i>, Kates• <i>A Rainbow of Friends</i>, Hallinan• <i>Throw Your Tooth on the Roof: Tooth Traditions from Around the World</i>, by Beeler• <i>This Is the Way We Go to School: A Book About Children Around the World</i>, by Edith Baer• <i>Children Around the World</i> by Montanari• <i>People</i> by Spier• <i>India, Japan, Germany, China...</i>by Pluckrose
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Unit 1 Government and Civics

Topic 3: WHERE I LIVE **Suggested Duration: 1 Weeks**

SUPPORTING QUESTION(S):

- What is my address and phone number?
- In what town/city do I live?
- In what state do I live?
- In what country do I live?

VOCABULARY:
Phone number, Address, Alexandria (or current city), directions, map, county

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1
DOA-SS-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.
DOA-SS-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.
DOA-SS-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school. DOK 2 **DOA-SS-2.3.2** Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).
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 where I live. ▪ I can identify my address and phone number. ▪ I can identify the roles and responsibilities of members in a community. 	<ul style="list-style-type: none"> • Use Google Earth to find students’ homes. • Visit the Post Office or ask a mail carrier to talk with the class about how they know where to deliver mail. • Set up a mailbox in the classroom for students to send mail throughout the year • Create an “All About Me” book 	<ul style="list-style-type: none"> • The Kingdom with No Rules, No Laws, and No King by Norman Stiles • A Lesson Plan for a Community Walk - https://www.uen.org/lessonplan/view/10623 • How To Raise A Good Citizen

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Unit 1 Government and Civics

Topic 4: CITIZENSHIP **Suggested Duration: 2 Weeks**

SUPPORTING QUESTION(S):

What responsibilities do good citizens demonstrate?

VOCABULARY:

Cooperation, citizen, patriotism, responsibility, kindness, honesty, charity, tolerance, self-control

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

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 make good choices at school (SS-1.3.2) ▪ I can help the class (or a group) make a good choice (SS-1.3.2) ▪ I can describe what may happen when I make good choices (SS-1.3.2) ▪ I can describe what may happen when I make poor choices (SS-1.3.2) ▪ I can describe how to work in a group (SS-1.3.2) ▪ I can show good behavior in school (e.g., working in classrooms, walking in the hallway, eating in the lunchroom, riding the bus) (SS-1.3.2) ▪ I can describe how to be a good helper in my classroom (SS-1.3.2) ▪ I can play games fairly (SS-1.3.2) ▪ I can define citizen (SS-1.3.2) ▪ I can give examples of qualities of a good citizen (SS-1.3.2) ▪ I can describe how to be a good helper in my classroom (SS-1.3.2) 	<ul style="list-style-type: none"> • Students have a “happy face” and “sad face” cards and while the teacher is telling a story about how someone solved a problem, the students hold up the “card” they think shows if the problem was solved as a good citizen (“happy face”) or not (“sad face”). • Create a class list of good citizen characteristics. Have students identify when other students are displaying good citizen characteristics. • Do an opposite chart for good citizen characteristics. For example, good citizens are kind; this is the opposite of mean. • Have students role play what each good citizen characteristic looks like. For example, teacher provides a situation for student to role-play. Then ask “Is _____ being fair?” • Make a “Good Citizen” class book. Have each student illustrate a rule. • Have a classroom jar that is labeled the “Good Citizen Jar” and used as a reward system. 	<ul style="list-style-type: none"> • <i>Being A Good Citizen</i> - Adrian Vigliano • <i>The Berenstain Bears Forget Their Manners</i> - Stan & Jan Berenstain • <i>When Sophie Get Angry—Really, Really Angry</i> - Molly Bang • <i>Boss for a week</i> - Libby Handy

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Unit 1 Government and Civics

Topic 5 CONFLICT RESOLUTION **Suggested Duration: 2 Weeks**

SUPPORTING QUESTION(S):
How can good citizens help to resolve conflicts?

VOCABULARY:
Fair, Citizen, conflict, decision, resolve, compromise

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/ 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 how to work out a difference with a classmate. (SS-2.3.1) ▪ I can describe ways to get along with my classmates. (SS-2.3.2) ▪ I can make good choices as I work with a group. (SS-2.3.2) 	<ul style="list-style-type: none"> • Show pictures that students and teacher discuss on showing what a good citizen would do when faced with difficult choices. • Have students determine a fair way to make a decision. For example, we are going to choose a game to play. How can we decide what game to play? What would be a “fair” way to decide? Teacher records student answers on chart. Students determine which ways are ‘fair’. Then they use one way to determine which game to play. For several days have students use one of the generated ‘fair’ solutions to choose between two books for read-aloud. 	<ul style="list-style-type: none"> • <i>Catfish Kate</i> – Sarah Weeks • <i>Pirate School</i> - Cathy and Mark East-Dubowski • <i>David Goes to School</i> - David Shannon • <i>Duck for President</i> - Doreen Cronin • <i>Click, Clack, Moo</i> - Doreen Cronin • Oh, Bother! Someone's Fighting! • Mystery Box Activity http://lessonplanspage.com/obeginschoolmysteryboxidea p6.htm/(love of learning new things) • <i>We Can Share at School</i> by Rozanne Lanczak • <i>I Won't Share</i> by Hans Wilhelm • <i>What I Like at School</i> by Peter Sloan and Sheryl Sloan • <i>Do You Want to Be My Friend?</i> by Eric Carle • <i>I Love School!</i> by Hans Wilhelm • <i>Making Friends</i> by Cassie Mayer • <i>Thank You</i> by Betsey Chessen and Pamela Chanko • <i>One Happy Classroom</i> by Charnan Simon • <i>Owen & Mzee: Best Friends</i> by Isabella Hatkoff

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Unit 2

GEOGRAPHY

Unit Compelling Question:

How does our location and environment affect how we live and what we do each day?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration:

10 weeks

Topic 1: SEASONAL WEATHER CHANGES

Suggested Duration: 2 Weeks

SUPPORTING QUESTION(S):

How does location affect the seasonal changes we experience?

VOCABULARY:

Temperature, Summer, Spring, Autumn (Fall), Winter, Hurricane, Snow, Flood, Tornado, Drought, seasons, weather, climate

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

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

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 describe the four seasons in the area in which I live. (SS-4.2.1) ▪ I can describe the type of clothing that should be worn during each season. (SS-4.4.1) ▪ I can describe the weather of a place by looking at photographs. (SS-4.2.1) 	<ul style="list-style-type: none"> • Using photographs and videos from online newspapers and other news services, ask students to describe the weather events they see. • Chart the weather for several weeks. What do students notice? • Create a four-square bulletin board of the four seasons. Have students illustrate weather that people may experience in each. Mark the types of weather that are common in our area. • Chart what students wear each day for a week. At the end of the week, ask students “What does our clothing chart tell us about the season and weather?” 	<ul style="list-style-type: none"> • Tell me a Season – Siddals • The Seasons of Arnold’s Apple Tree – Gibbons • A Tree for All Seasons- Robin Bernard • Circle of Seasons - Gerda Muller • The Reasons for Seasons - Gail Gibbons

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THE DIOCESE
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Unit 2

GEOGRAPHY

Topic 2: MAP AND GLOBE SKILLS

Suggested Duration: 4 Weeks

SUPPORTING QUESTION(S):

- How can I locate important places on a map or a globe?
- What are the major differences between maps and globes?
- How do people navigate using a map or globe to get from one location to another?
- How can we learn to locate places on a map or globe?

VOCABULARY:

Map, globe, near, far, beside, east, west, north, south, up, down, location, locate

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 a globe. (SS-4.1.1, 4.1.2) ▪ I can identify a map. (SS-4.1.1, 4.1.2) ▪ I can describe how we use maps and globes. (SS-4.1.1, 4.1.2) ▪ I can use a simple map of the school grounds to locate places in the school. (SS-4.1.1,4.1.2) ▪ I can use a simple map of a neighborhood to locate places in the neighborhood. (SS-4.1.1, 4.1.2) ▪ I can locate my state on a map of the United States. (SS-4.1.1, 4.1.2) 	<ul style="list-style-type: none"> • Use a map and a globe to illustrate the differences/similarities between them. Point out landmasses and bodies of water. • Use the format of the story map for Rosie's Walk to create a group map of the route the class will take during a class walk around the playground. • Take students outside and show how the sun is rising on the East and how it sets on West. When your right hand is pointing to the right, your nose points north and behind you is the south. Practice helping one student move to a new location by using directional and positional words. • Put up a map. Have students point to various landforms or bodies of water as you call them out. Have students explain why they chose what they chose. 	<ul style="list-style-type: none"> • <i>My Map Book</i> – Fanelli • <i>Follow That Map! A First Book of Mapping</i> • <i>Skills</i> – Ritchie • <i>Where Do I Live?</i> – Chesanow • <i>Mapping Our World</i> - Scott • <i>Rosie's Walk</i>- Hutchins • <i>Inside, Outside, Upside Down</i>--Stan Berenstain and Jan Berenstain • <i>Looking Down</i>-- Steve Jenkins • Core Knowledge Lesson Plan: Where in the World Are We? • Directional Word Activities

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THE DIOCESE
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Unit 2

GEOGRAPHY

Topic 3: LAND MASSES, LANDFORMS AND BODIES OF WATER

Suggested Duration: 4 Weeks

SUPPORTING QUESTION(S):

What types of landmasses and bodies of water are located near me?

VOCABULARY:

Landforms, forest, wetland, hill, Body of water, Ocean, Pond, Stream, Lake, River

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 water and land on a globe (SS-4.2.1) ▪ I can identify water and land on a simple map. (SS-4.2.1) ▪ I can use direction words to tell where something is located (e.g., beside, in front of, next to, behind, under, over, left, right, outside, below, above, inside, behind, middle, in between, top, bottom) on a map or globe. (SS-4.1.2) ▪ I can explain what a “bird’s-eye view” is and identify maps that show a bird’s-eye view. (SS-4.2.1) ▪ I can locate both land and water on a map, using a bird’s-eye view. (SS-4.2.1, 4.1.2) ▪ I can look at pictures of places (landforms) and describe them (mountains, hills, valleys, etc.). (SS-4.2.1) ▪ I can explain how some places are alike and some are different (comparing landforms) (SS-4.2.1) 	<ul style="list-style-type: none"> • Create a geography book with pictures and labels of different landmasses and bodies of water. • Create a classroom chart labeled “Landforms” and “Bodies of Water.” List names of each as they are studied or read about. • Play “Where Am I?” Give students clues like: I am riding in a small boat. I have a fishing pole. I see an alligator. The water is not salty. Am I on a river or on the ocean? How do you know? • Have students match pictures of landforms and bodies of water to their names. 	<ul style="list-style-type: none"> • The Sun, The Wind and The Rain – Peters • Squish! A Wetland Walk – Luenn • Seas and Oceans - Ashwell • Interactive Landform Map http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/index.html • Printable US Landform Map

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THE DIOCESE
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Unit 3

HISTORICAL PERSPECTIVE

Unit Compelling Question:

What symbols and people represent the culture and heritage of America?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration:

12 weeks

Topic 1: SEQUENCE AND TIMELINE

Suggested Duration: 1 Week

SUPPORTING QUESTION(S):

How does location affect the seasonal changes we experience?

VOCABULARY:

Morning, afternoon, evening, week, month, day, year, next week, last week, sequence, chronology, historian, past, present, future, primary source

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-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.

LEARNING TARGETS

POSSIBLE INSTRUCTIONAL STRATEGIES

- I can put events in sequential order. (SS-5.1.1)
- I can describe events in my lifetime. (SS-5.1.1)
- I can create a timeline of a day, a week, or my life. (SS-5.1.1)
- I can describe how I have changed over time. (SS-5.1.1)
- I can classify photographs as past events or events that happened recently. (SS-5.1.1)

- Using picture-sequencing cards, students label them in sequential order (1, 2, and 3).
- Put three events in their life on a timeline. For example, Born, Learned to Walk, Started School Model writing and illustrating in journal. Use picture-sequencing cards and have students sequence them correctly. Have the students bring in photos with one major event for each year of their life. The parents could put the year on the back of each picture. Students could put the events in order and then glue them down, with the year of each event under each picture. Events that might be included are 1st birthday, family trips, 1st day of preschool, kindergarten graduation, etc.
- Create a story map (timeline) after reading a book. Help students determine the sequence of events.
- Students will complete a Picture Timeline of the school day or a week in their lives.

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THE DIOCESE
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Unit 3

HISTORICAL PERSPECTIVE

Topic 2: CHANGE OVER TIME

Suggested Duration: 2 Weeks

SUPPORTING QUESTION(S):

- How do we use a calendar to show time passing by?
- How does organizing events sequentially help us understand those events?
- How can the events of your life be represented, using primary sources, to chronicle your life?

VOCABULARY:

today, first, time, tomorrow, next, year, yesterday, last, day, days of week, before, week, months of year, after, month, calendar, morning, next week, afternoon, sequence, evening, chronology (chronicle), primary source, Present, past, future, historian, last week

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-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify the days of the week. (SS-5.1.1, 5.2.3) ▪ I can identify the months of the year. (SS-5.1.1, 5.2.3) ▪ I can put the days of the week in order. (SS-5.1.1, 5.2.3) ▪ I can put the months of the year in order. (SS-5.1.1, 5.2.3) ▪ I can correctly use words and phrases to show the passage of time. (SS-5.1.1, 5.2.3) ▪ I can locate and describe events on a calendar (i.e., birthdays, school events, holidays, celebrations). (SS-5.1.1, 5.2.3) 	<ul style="list-style-type: none"> • On a daily basis, review calendar with students using music. Additionally, review months of the year, days of the week. • Make a timeline of the months of the year. Record a special activity for each month as you move through the year. A student could draw the picture. The teacher should model writing and illustrating in a journal. Use picture-sequencing cards and have students sequence them correctly. Have the students bring in photos with one major event for each year of their life. The parents could put the year on the back of each picture. Students could put the events in order and then glue them down, with the year of each event under each picture. Events that might be included are 1st birthday, family trips, 1st day of preschool, kindergarten graduation, etc. • Create a story map (timeline) after reading a book. Help students determine the sequence of events. 	<ul style="list-style-type: none"> • Personal Time Line Lesson Plan (change over time) • Children's Clothing Timeline (change over time) • Children Long Ago Lesson Plan (change over time)

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THE DIOCESE
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Unit 3

HISTORICAL PERSPECTIVE

Topic 3: PEOPLE AND CUSTOMS

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

- How are children and families of today like and/or different from those of the past?
- How is my family like the families of my classmates?

VOCABULARY:

Families, Event, Past, Patriotic, Culture, Timeline, Heritage, Primary Source, artifact, pilgrim

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-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can describe my family, using pictures, art, and/or a scrapbook. (SS-5.1.1, 5.2.3) I can compare my family to families of my classmates. (SS-5.1.1, 5.2.3) I can explain how families may be different. (SS-5.1.1, 5.2.3) I can identify some celebrations we have in our family. (SS-5.1.1, 5.2.3) I can explain how my family celebrates holidays and special occasions. (SS-5.1.1, 5.2.3) I can tell why it is important to learn about the families of my classmates. (SS-5.1.1, 5.2.3) I can explain how my family works together to get things done. (SS-5.1.1, 5.2.3) 	<ul style="list-style-type: none"> Ask a grandparent (primary source) to talk with students about how things were different when he/she was young. Encourage them to bring artifacts for the students to view. Have students bring in artifacts from home showing things from the past. Arrange them in chronological order (use a timeline). Read stories about children of the past. Ask students to compare/contrast their lives with those in the book. (Venn Diagram) Read about the First Thanksgiving. Compare to our Thanksgiving today. 	<ul style="list-style-type: none"> Look What Came from the United States – Davis Corn is Maize: The Gift of the Indians – Alike The Thanksgiving Story – Dalglish The First Thanksgiving – Jean Craighead George Interactive Site on the First Thanksgiving -

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Unit 3

HISTORICAL PERSPECTIVE

Topic 4: HOLIDAYS AND SYMBOLS

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

- What are the similarities/differences of holiday celebrations throughout various cultures?
- What are the meanings of the symbols and celebrations that represent America?
- How do American symbols represent our culture?

VOCABULARY:

Symbol, Bald Eagle, Statue of Liberty, Liberty Bell, The White House, Patriotic, Flag (national and state), Veteran’s Day, Thanksgiving, Martin Luther King, Jr. Day, President’s Day, Memorial Day, Independence Day, Cinco de Mayo, birthday, Star Spangled Banner

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

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 tell what a symbol is. (SS-5.2.1) I can describe a symbol that stands for an event in my life and tell about it. (SS-5.2.1) I can explain the difference between two different holidays. (SS-5.2.1) I can give examples of symbols of the United States. (SS-5.2.1) 	<ul style="list-style-type: none"> Make a T-Chart showing the similarities and differences between two cultural holidays. For example: Hanukah, Christmas Show different symbols that represent the United States of America. Make a class book with a page for each of the different symbols and holidays. Make a timeline for the year noting the various holidays and celebrations. Place symbols on map of the United States indicating their locations. 	<ul style="list-style-type: none"> <u>I Read Symbols</u> – Hoban <u>I Pledge Allegiance</u> – Bill Martin, Jr. <u>L is for Liberty</u> - Lewison <u>F is for Flag</u> – Lewison <u>The Story of the Star Spangled Banner</u> - Pingry <u>Lesson on Flag and Pledge of Allegiance</u> Betsy Ross Homepage - http://www.ushistory.org/betsy/index.html includes timeline of the American Flag Links to information on famous people - https://www.kidinfo.com/american_history/famous_historical_people.htm Timelines and information on US Presidents http://www.enchantedlearning.com/history/us/pres/ <u>US Symbols Match Game</u> <u>Printables, Games, etc., about U.S. Holidays</u> <u>Bus Songs—Patriotic Songs</u> (kids songs and nursery rhymes)

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Unit 3

HISTORICAL PERSPECTIVE

Topic 5: FAMOUS AMERICANS

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

What is the relationship between historical figures of the past with present day Americans?

VOCABULARY:

Honesty, Courage, Responsibility, Primary Source, Sequence Examples of Historical Figures: Pocahontas, George Washington, Abraham Lincoln, Martin Luther King, Jr., Harriet Tubman, astronauts Symbol, Bald Eagle, Statue of Liberty, Liberty Bell, The White House, Patriotic, Flag (national and state), Veteran’s Day, Thanksgiving, Martin Luther King, Jr. Day, President’s Day, Memorial Day, Independence Day, Cinco de Mayo, birthday, Star Spangled Banner

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.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> I can identify special people (George Washington, Abraham Lincoln, and Martin Luther King, Jr.) to the United States. (SS-5.1.1) 	<ul style="list-style-type: none"> Build a timeline of the various historical figures to show when they lived. Read and discuss stories about the individuals Create a Bio Cube after reading about an American Hero - http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html 	<ul style="list-style-type: none"> <u>America, a Primer</u> – Cheney <u>The Children’s Book of Heroes</u> – Bennett Pebble Book Biographies by Roach

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Unit 4

ECONOMICS

Unit Compelling Question:

How does our location and environment affect how we live and what we do each day?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration:

10 weeks

Topic 1: NEEDS VS. WANTS

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

What are the basic needs and wants for people?

VOCABULARY:

Buy, Wants, Needs, necessity, choice

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). DOK 2

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).

DOA-SS-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.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify needs (food, clothing, shelter). (SS-3.1.1, SS-3.3.1) ▪ I can identify some of my wants. (SS-3.1.1, SS-3.3.1) ▪ I can identify how my needs are met (by parents and/or guardians). (SS-3.1.1, SS-3.3.1) ▪ I can identify how I might get my wants (from parents, stores, using money, etc.). (SS-3.3.2) ▪ I can tell what people need in order to live (food, clothing, and shelter). (SS-3.1.1, SS-3.3.1) ▪ I can explain how we use things from our world to meet our needs (food/growing crops, clothing/shearing wool, growing cotton, and shelter/cutting timber, etc.). (SS-3.4.3) 	<ul style="list-style-type: none"> • Using a Venn diagram, have students sort pictures according to needs and wants. • Connect to Geography unit. Does where we live make a difference in our needs and wants, why or why not? • Watch Wants and Needs video from Schooltube. Have students write about something they want but do not need. • Use associated literature selections to discuss and distinguish between wants and needs • Students work with partner/class to make a poster illustrating wants and needs. 	<ul style="list-style-type: none"> • A Bargain For Frances by Russell Hoban. • A Chair For My Mother by Vera B. Williams • Alexander, Who Used To Be Rich Last Sunday by Judith Viorst. • Just Shopping With Mom by Mercer Mayer • Paddy's Pay Day by Alexandra Day. • The Berenstain Bears' Trouble With Money by Jan and Stan Berenstain • If You Give A Mouse A Cookie by Laura Joffe Numberoff.

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Unit 4

ECONOMICS

Topic 2: PEOPLE AT WORK

Suggested Duration: 4 Weeks

SUPPORTING QUESTION(S):

What kinds of jobs do people do?

How do workers get paid for doing their job?

VOCABULARY:

Jobs, Tools, Equipment, Community, work, earn, paycheck, Earnings, Income, salary

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world. **DOA-SS-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.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify some workers in my community and describe the jobs they do (firefighter– fights fires; police officer–protects us; teacher– teaches children; doctor–checks our health; sales clerk–sells items; restaurant worker–sells food and serves it to us; pet shop worker–sells pets; etc.). (SS-3.4.2, SS-3.4.3) ▪ I can describe the clothing/uniforms workers wear and how it helps them in their work (firefighters’ clothing protects them from fire; police officers’ bulletproof vests protect them from gunfire; construction workers’ hard hats protect their heads, etc.). (SS-3.4.2, SS-3.4.3) ▪ I can describe some of the tools workers use and how they help the workers to do their jobs (firefighter–water hoses, axes, ladders; teacher– computer and smart board; nurse– stethoscope and thermometer, etc.). (SS-3.4.2, SS-3.4.3) 	<ul style="list-style-type: none"> • Read stories about careers. • Have local community members come to speak to students. • Make a collage of different jobs from magazine pictures. • Interview someone at school about his/her job. Example: principal, food service worker • Create a Classroom Job chart. Make a salary schedule for the jobs. 	<ul style="list-style-type: none"> • Bea And Mr. Jones by Amy Schwarz. • My First Job by Julia Allen. • The Berenstain Bears & Mama's New Job by Stan and Jan Berenstain • Fire! Fire! by Gail Gibbons • Sesame Street: Who are the people in your neighborhood? (postman, fireman) • Sesame Street: Who are the people in your neighborhood? (night watchman, baker) • Sesame Street: Who are the people in your neighborhood? (librarian, plumber)

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Unit 4

ECONOMICS

Topic 3: MONEY, SAVING AND SPENDING

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

- How can I identify types of money?
- What is money used for?
- What could I do to earn money?

VOCABULARY:

Money, coins, currency, work, earn, paycheck, Earnings, Income, salary

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-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.

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).

DOA-SS-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.

DOA-SS-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.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can define money. (SS-3.2.1) ▪ I can identify types of coin: penny, nickel, dime, quarter. (SS-3.3.2) ▪ I can give examples of spending and saving money. (SS-3.3.2) ▪ I can name something I might save my money in order to buy. (SS-3.2.1) 	<ul style="list-style-type: none"> • Students identify a job that they would like to do to earn money. They illustrate and label their drawing depicting this. Create an area to display – “Future Workers.” • Define income for students. • Give examples of spending money on an item that you want, but do not necessarily need. • Introduce students to saving money. • Penny Harvest: Have students in the class each collect a penny a day. This is a great opportunity to use estimation skills and have students predict how much money the entire class will save by the end of the month. Set a goal or period for the harvest and then choose a way to spend the money together. • Class Business: Start a class business together. 	<ul style="list-style-type: none"> • The Coin Song • Coin Song, Teaching the Identification of Coins, by Scott Goodman • Money to Build a Robot Game - • Spending Spree Game – more advanced: • Money Centers, Songs, and Poems - • My Own Store Activity - • <i>Bunny Money</i> by Rosemary Wells