



1st Grade Social Studies

Curriculum

June 2026



Grade 1 Social Studies Scope and Sequence (Units and lessons are to be followed in order)

Unit One: Civics

Recognize ways to get along with others at school and why it is beneficial to cooperate with others at school. Learn and identify why it is important to take turns listening and talking with others and practice these skills. Analyzing videos and images to discover how rules help us get along and be safe; complete activities and discuss how rules help us be fair. Practice cooperation by working together to solve problems and create examples of ways to lead by example. Identify and discuss different types of groups and what makes them special and unique.

LESSONS (1-5)	TIMEFRAME	MONTHS
How do we get along in school?	Weeks 1-2	September
Why is it important to learn from each other?	Weeks 3-4	
Why do schools have rules?	Weeks 5-6	October
How are we good helpers at school?	Weeks 7-8	
What groups do we belong to?	Week 9-10	Last week of October/November

Unit Two: Economics

Identify different types of jobs and what they do and use evidence to support reasoning. Use your money to purchase five items in the marketplace that reflect key needs and wants. Identify what you will purchase and how much you will spend. Putting chores in the correct order, step by step. Identify characteristics and behaviors that make one a good neighbor.

LESSONS (6-9)	TIMEFRAME	MONTHS
Who works at your school?	Weeks 11-13	November
What do families need and want?	Weeks 14-16	December
How do family members care for each other?	Weeks 17-19	January
What do good neighbors do?	Weeks 20-22	Last Week of January/February

Unit Three: Geography

Use a compass rose and map key to read a map of a small town. Identify various families and how they are special based upon their culture, family roles, types of home, and types of activity while comparing and contrasting communities in terms of their physical features, climate, and human activities. Discover how geography affects the way people live. Identify unique family traditions around the world and discuss which ones you and your family might like to try.

LESSONS (10-13)	TIMEFRAME	MONTHS
What is a Map?	Weeks 23-24	February
How are families special?	Weeks 25-27	March
Where do families live?	Weeks 28-30	Last week of March/April
What are family traditions?	Weeks 31-32	Last Week of April/May

Unit Four: History

Analyze photographs to discover what school was like long ago and categorize primary sources from the past as examples of schoolhouses, classrooms, classwork, or children's lives. Analyze objects from the past to discover what life might have been like for your family when they were kids while solving timelines by reading stories, analyzing images, and using sequence words as clues.

LESSONS (14-15)	TIMEFRAME	MONTHS
What was school like long ago?	Weeks 32-33	May
How do families change over time?	Weeks 33-34	

UNIT 1 - CIVICS

Unit 1 Essential Questions: How do we get along in school?

Mandatory Textbook: Social Studies Alive! My School and Family

LESSON 1 (Weeks 1-2)

Lesson 1 Overview: Recognize ways to get along with others at school and why it is beneficial to cooperate with others at school.

Needed Materials: kickball (optional extension activity)

Academic Vocabulary: good sport, listen, play fairly, share, take turns, talk

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 1 - How do we get along in school?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Compare and predict outcomes of behavior. identify students' responsibilities to one another in the school community. identify the benefits of cooperating in school. explain what it means to play fairly and be a good sport. 	<ol style="list-style-type: none"> Preview Activity Classroom Activity Slideshow (slides 1-6) <ol style="list-style-type: none"> Two on a Task Partner Activity Two on a Task Discussion: workbook pg. 9 Read Introduction: workbook pg. 8 Vocabulary Activity Classroom Activity Slideshow (slides 7-11) <ol style="list-style-type: none"> Vocabulary Terms: workbook pg. 10 Hands-On Activity: Getting Along Classroom Activity Slideshow (slides 13-24) <ol style="list-style-type: none"> Read Sections 1-4: workbook pgs. 12-15 Listen to Getting Along Song Watch Videos (slide 16-23) <ol style="list-style-type: none"> Can you identify sharing, talking, listening, taking turns? Complete Hands-On Activity 	<ul style="list-style-type: none"> Class Discussions Workbook Pages/Written Responses Lesson 1 TCI Wrap-Up 	<p>5.1.1.E.Describe students' responsibilities in the school and community.</p> <p>5.2.1.A.Identify and explain the importance of responsibilities at school and at home.</p> <p>5.2.1.B.Identify a problem and attempt to solve with adult or peer assistance.</p> <p>5.2.1.D.Explain responsible school behavior.</p> <p>5.3.1.F.Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <p>5.4.1.A.Identify ways to avoid</p>

		<p>Notes: workbook pg. 16</p> <p>e. Read Sections 5-6: workbook pgs. 17-18</p> <p>4. Hands-On Activity: Two Goats on a Bridge Classroom Activity Slideshow (slides 28-32)</p> <p>a. Listen to Story</p> <p>b. Complete Hands-On Activity</p> <p>Notes: workbook pg. 19</p> <p>5. Show What you Know Classroom Activity Slideshow (slides 33-35)</p> <p>a. Read Summary: workbook pg. 20</p> <p>b. Workbook pg. 20</p> <p>6. Complete Lesson 1 TCI Wrap-up.</p> <p>Optional: Extension Activity Being a Good Sport Circle Game Classroom Activity Slideshow (slide 26)</p>		<p>conflict.</p> <p>5.4.1.B.Describe how classrooms can work together.</p> <p>8.3.1.D.Identify conflict and describe ways to cooperate with others by making smart choices.</p> <p>8.4.1.D.Describe examples of conflict and cooperation in the classroom community.</p>
Supplemental Resources:		Supplemental Resources Standards:		
<p>Additional Reading:</p> <ul style="list-style-type: none"> Literature Voting Day Primary Source President Johnson's Speech "The American Promise" Social Studies Stories: <i>A Place to Share</i> online or class copies pgs. 2-7 <p>Explore:</p> <ul style="list-style-type: none"> Library and Information Literacy Skills Leaders Make Decisions Cooperation and Compromise <p>Picture Books:</p> <ul style="list-style-type: none"> How to Be a Friend by Laurie Krasny Brown. Illustrated by Marc Brown. The Recess Queen by Alexis O'Neill. Illustrated by Laura Huliska-Beith. 		<p>5.1.1.C.Define equality and the need to treat everyone equally.</p> <p>5.2.1.C.Identify school projects / activities that support leadership and public service.</p> <p>5.3.1.A.Identify the roles of local government (fire, police, etc.).</p> <p>5.3.1.B.Identify the services of local government.</p> <p>5.3.1.E.Identify situations in the school or community when it is beneficial to have an elected official represent the people.</p> <p>5.3.1.J.Describe situations where voting eases conflict.</p> <p>5.4.1.E.Explain how a classroom community reaches compromise.</p> <p>8.1.1.C.Identify sources of historical information.</p> <p>8.2.1.D.Identify historical conflict in the community.</p> <p>8.3.1.A.Identify Americans who played a significant role in American history.</p> <p>5.3.1.H.Explain how information /news is conveyed to the public.</p> <p>5.4.1.D.Identify different means of receiving information/news.</p>		

- *A New School Year: Stories in Six Voices* by Sally Derby. Illustrated by Mika Song.
- [*School's First Day of School*](#) by Adam Rex. Illustrated by Christian Robinson.
- [*What Should Danny Do? School Day*](#) by Adir Levy and Ganit Levy. Illustrated by Mat Sadler.
- [*All Are Welcome*](#) by Alexandra Penfold. Illustrated by Suzanne Kaufman.
- [*The Proudest Blue: A Story of Hijab and Family*](#) by Ibtihaj Muhammad and S. K. Ali. Illustrated by Hatem Aly.
- [*Manners at School*](#) by Carrie Lynn Finn. Illustrated by Chris Lensch.

LESSON 2 (Weeks 3-4)

Lesson 2 Overview: Learn and identify why it is important to take turns listening and talking with others and practice these skills.

Needed Materials: Activity Cards A (listener) and B (talker)

Academic Vocabulary: Alike, different, learn

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 2 - Why is it important to learn from each other?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify similarities and differences among classmates • compare and contrast classmates' personal preferences and talents • categorize classmates 	<ol style="list-style-type: none"> 1. Preview Activity Classroom Activity Slideshow (slides 1-4) <ol style="list-style-type: none"> a. Greeting People b. Read Introduction: workbook pg. 22 c. Complete Activity Notes: workbook pg. 23-24 2. Vocabulary Activity Classroom Activity Slideshow (slides 5-8) <ol style="list-style-type: none"> a. Vocabulary Terms: workbook pg. 25 3. Hands-On Activity: Talk It Out Classroom Activity Slideshow (slides 9-22) 	<ul style="list-style-type: none"> • Class Discussions • Workbook Pages/Written Responses • Lesson 2 TCI Wrap-Up 	<p>5.1.1.C. Define equality and the need to treat everyone equally.</p> <p>5.4.1.B. Describe how classrooms can work together.</p> <p>8.1.1.A. Demonstrate an understanding of chronology.</p>

	<p>according to their special talents</p> <ul style="list-style-type: none"> analyze the positives and negatives of different choices 	<ol style="list-style-type: none"> Read Sections 1-4: workbook pgs. 27-30 Play Talk it Out with talker and listener cards <ol style="list-style-type: none"> Play 3 rounds and follow prompts for each one Discuss how it felt to play each role Hands-On Activity Notes: workbook pg. 31-32 <ol style="list-style-type: none"> Show What you Know Classroom Activity Slideshow (slides 23-25) <ol style="list-style-type: none"> Read Summary: workbook pg. 33 Workbook pg. 33-34 Complete Lesson 2 TCI Wrap-Up. 		
Supplemental Resources:		Supplemental Resources Standards:		
<p><u>Additional Reading:</u></p> <ul style="list-style-type: none"> Primary Source President Obama's "Back to School" Speech Social Studies Stories: <i>Who Makes the Rules</i> online or class copies pgs. 8-13 <p><u>Picture Books:</u></p> <ul style="list-style-type: none"> <i>The McElderry Book of Aesop's Fables</i> by Michael Morpurgo. Illustrated by Emma Chichester Clark. My Friends/Mis Amigos by Taro Gomi. The Monkey and the Crocodile by Paul Galdone. The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks by Barb Rosenstock. Illustrated by Mordicai Gerstein. The Very First Americans by Cara Ashrose. Illustrated by Bryna Waldman. La Mariposa by Francisco Jimenez. BE QUIET! by Ryan T. Higgins The Best Story by Eileen Spinell. Illustrated by Anne Wilsdorf. 		<p>8.1.1.C. Identify sources of historical information.</p>		

- *The Book of Questions* by Jane G. Meyer.
- [*Grandpa's Stories*](#) by Joseph Coelho. Illustrated by Allison Colpoys.

LESSON 3 (Weeks 5-6)

Lesson 3 Overview: Analyzing videos and images to discover how rules help us get along and be safe; complete activities and discuss how rules help us be fair.

Needed Materials: Teacher directions for Preview Activity Game, 2 cones or markers, 2 balls

Academic Vocabulary: fair, rule, safe

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 3 - Why do schools have rules?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify the purpose and benefits of having rules at school. • compare rules at home with rules at school and laws in the community • illustrate the consequences of following and breaking rules 	<ol style="list-style-type: none"> 1. Preview Activity Classroom Activity Slideshow (slides 1-7) <ol style="list-style-type: none"> a. Follow directions for Game 1 and ask discussion questions b. Follow directions for Game 2 and ask discussion questions c. Read Introduction: workbook pg. 36 d. Preview Activity: workbook page 37 2. Vocabulary Activity Classroom Activity Slideshow (slides 8-11) <ol style="list-style-type: none"> a. Vocabulary Terms: workbook pg. 38 3. Hands-On Activity: Looking for Rules Classroom Activity Slideshow (slides 12-16) <ol style="list-style-type: none"> a. Read Section 1: workbook pgs. 40 <ol style="list-style-type: none"> i. Watch Videos (slide 14) about following rules and answer questions b. Read Section 2: workbook pg. 42 <ol style="list-style-type: none"> i. Match images to words 	<ul style="list-style-type: none"> • Class Discussions • Workbook Pages/Written Responses • Lesson 3 TCI Wrap-Up 	<p>5.1.1.A. Explain the purposes of rules in the classroom and school community.</p> <p>5.1.1.B. Explain the importance of rules in the classroom.</p> <p>5.1.1.D. Explain the importance of written rules and laws.</p> <p>5.1.1.E. Describe students' responsibilities in the school and community.</p> <p>5.2.1.A. Identify and explain the importance of responsibilities at school and at home.</p> <p>5.2.1.B. Identify a problem and attempt to</p>

		<p>(slide 15)</p> <p>c. Complete Hands-On Activity Notes: workbook pg. 41 and 43</p> <p>4. Hands-On Activity: Rules for Fairness Classroom Activity Slideshow (slides 17-20)</p> <p>a. Read Section 3 and 4: workbook pgs. 44 and 46</p> <p>b. Complete Puzzle (slide 19)</p> <p>c. Complete Hands-On Activity Notes: workbook pg. 45</p> <p>5. Show What you Know Classroom Activity Slideshow (slides 21-23)</p> <p>a. Read Summary: workbook pg. 47</p> <p>b. Workbook pgs. 47-48</p> <p>6. Complete Lesson 3 TCI Wrap-Up.</p>		<p>solve with adult or peer assistance.</p> <p>5.2.1.D. Explain responsible school behavior.</p> <p>5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <p>5.4.1.A. Identify ways to avoid conflict.</p> <p>5.4.1.B. Describe how classrooms can work together.</p> <p>8.3.1.D. Identify conflict and describe ways to cooperate with others by making smart choices.</p> <p>8.4.1.D. Describe examples of conflict and cooperation in the classroom community.</p>
Supplemental Resources:		Supplemental Resources Standards:		
<p><u>Additional Reading:</u></p> <ul style="list-style-type: none"> Literature Rules All Around Literature Problems at the Lunch Table Social Studies Stories: <i>U.S. Symbols and Traditions</i> online or class copies pgs. 14-19 		<p>5.1.1.F. Identify national symbols.</p> <p>5.3.1.B. Identify the services of local government.</p> <p>5.3.1.C. Identify the value of fire fighters, police officers and emergency workers in the community.</p> <p>5.3.1.E. Identify situations in the school or community when it is beneficial to have an elected official represent the people.</p>		

Explore

- [Meet Mayor Lee](#)
- [The Flag of the United States](#)
- [Important People and Documents](#)
- [Rules Keep Us Safe and Healthy](#)
- [The Factors of Production](#)

Picture Books:

- *Bonaparte* by Marsha Wilson Chall. Illustrated by Wendy Anderson Halperin.
- *Peanut's Emergency* by Cristina Salat. Illustrated by Tammie Lyon.
- *Schools Have Rules* by Thomas Kingsley Troupe. Illustrated by Rea Zhai.
- *Back-to-School Rules* by Laurie Friedman. Illustrated by Teresa Murfin.
- *Tony Baloney: School Rules* by Pam Munoz Ryan. Illustrated by Edwin Fotheringham.
- *That Rule Doesn't Apply to Me* by Julia Cook. Illustrated by Anita DuFalla.
- *What If Everybody Did That?* by Ellen Javernick

5.3.1.J.Describe situations where voting eases conflict.

6.2.1.A.Identify goods, consumers, and producers.

6.3.1.D.Identify products produced in the United States.

6.5.1.E.Describe what tools (tangible assets) are necessary to complete a task.

8.2.1.B.Identify symbols, slogans, or mottos that are representative of the state.

8.2.1.C.Identify holiday and cultural celebrations in a community and why they are celebrated.

8.3.1.A.Identify Americans who played a significant role in American history.

8.4.1.A.Explain why cultures celebrate.

LESSON 4 (Weeks 7-8)

Lesson 4 Overview: Practice cooperation by working together to solve problems and create examples of ways to lead by example.

Needed Materials: Follow the Leader skit cards

Academic Vocabulary: Golden Rule, respect, responsible

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 4 - How are we good helpers at school?	Students will be able to... <ul style="list-style-type: none"> • make decisions about the best way to be a good citizen. 	1. Preview Activity Classroom Activity Slideshow (slides 1-3) <ol style="list-style-type: none"> Appropriate behavior sort Read Introduction: workbook pg. 50 Preview Activity: workbook 	<ul style="list-style-type: none"> • Class Discussions • Workbook Pages/Written Responses • Lesson 4 TCI Wrap-Up 	<p>5.1.1.A.Explain the purposes of rules in the classroom and school community.</p> <p>5.1.1.B.Explain the</p>

	<ul style="list-style-type: none"> describe characteristics of being a good citizen. 	<p>page 51</p> <ol style="list-style-type: none"> Vocabulary Activity Classroom Activity Slideshow (slides 4-7) <ol style="list-style-type: none"> Vocabulary Terms: workbook pg. 52 Hands-On Activity: Puzzle Photographs Classroom Activity Slideshow (slides 8-18) <ol style="list-style-type: none"> Practice cooperation to work together to solve the puzzles on the slides. Answer discussion questions. Read Sections 1-3: workbook pgs. 54-56 Complete Hands-On Activity Notes: workbook pg. 77 Hands-On Activity: Follow the Leader Skits Classroom Activity Slideshow (slides 19-24) <ol style="list-style-type: none"> Read Section 4 and 5: workbook pgs. 58-59 Assign groups and skit cards <ol style="list-style-type: none"> Allow time for students to practice then have them present Complete Hands-On Activity Notes: workbook pg. 60 Show What you Know Classroom Activity Slideshow (slides 24-26) <ol style="list-style-type: none"> Read Summary: workbook pg. 61 Workbook pgs. 61-62 Complete Lesson 4 Wrap-Up 	<p>importance of rules in the classroom.</p> <p>5.1.1.D. Explain the importance of written rules and laws.</p> <p>5.1.1.E. Describe students' responsibilities in the school and community.</p> <p>5.2.1.A. Identify and explain the importance of responsibilities at school and at home.</p> <p>5.2.1.B. Identify a problem and attempt to solve with adult or peer assistance.</p> <p>5.2.1.D. Explain responsible school behavior.</p> <p>5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <p>5.4.1.A. Identify ways to avoid conflict.</p> <p>5.4.1.B. Describe how classrooms can work together.</p> <p>8.1.1.B. Identify a</p>
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				problem or dilemma surrounding an event.
Supplemental Resources:		Supplemental Resources Standards:		
<p>Additional Reading:</p> <ul style="list-style-type: none">Literature Fact or Fiction? How Can You Tell The Difference?Primary Source A Speech by Clara BartonSocial Studies Stories: <i>Working Together in the Government</i> online or class copies pgs. 20-23 <p>Explore:</p> <ul style="list-style-type: none">The After School Center <p>Picture Books:</p> <ul style="list-style-type: none"><i>The Biggest and Brightest Light: A True Story of the Heart</i> by Marilyn Perlyn. Illustrated by Amanda Perlyn.How Do Dinosaurs Go to School? by Jane Yolen. Illustrated by Mark Teague.<i>Little Sass's Great Day at School: A Helpful Tool for Children and Families Everywhere!</i> by Kathryn Willis<i>The Golden Rule</i> by Sherrill S. Cannon. Illustrated by Kalpart.Do Unto Otters: A Book About Manners by Laurie KellerWaffles the Chicken Stands Up for Others by Ken Matthews. Illustrated by Ashley Matthews.		<p>8.1.1.C.Identify sources of historical information.</p> <p>8.3.1.A.Identify Americans who played a significant role in American history.</p> <p>8.3.1.D.Identify conflict and describe ways to cooperate with others by making smart choices.</p> <p>8.4.1.D.Describe examples of conflict and cooperation in the classroom community.</p>		
LESSON 5 (Weeks 9-10)				
<p>Lesson 5 Overview: Identify and discuss different types of groups and what makes them special and unique.</p> <p>Needed Materials: Activity Card A: Station Cards for Hidden Words, Activity Card B: Station Grids for Hidden Words</p>				
Academic Vocabulary: community, family, group				
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 5 - What groups	Students will be able	1. Preview Activity Classroom Activity	<ul style="list-style-type: none">Class Discussions	5.1.1.E. Describe

do we belong to?	<p>to...</p> <ul style="list-style-type: none"> ● identify family, school, and community groups. ● Sort pictures according to specified criteria. ● apply knowledge about groups to one's own life. 	<p>Slideshow (slides 1-3)</p> <ol style="list-style-type: none"> Watch video and discuss what groups we belong to Read Introduction: workbook pg. 64 Preview Activity: workbook pg. 65 <p>2. Vocabulary Classroom Activity Slideshow (slides 4-7)</p> <ol style="list-style-type: none"> Vocabulary Terms: workbook pg. 66 <p>3. Hands-On Activity: My Groups Classroom Activity Slideshow (slides 8-11)</p> <ol style="list-style-type: none"> Work together to identify groups in the picture. Answer discussion questions. Read Sections 1-3: workbook pgs. 68-70 Look at picture again and see if answers changed. Complete Hands-On Activity Notes: workbook pg. 71 <p>6. Hands-On Activity: Follow the Leader Skits Classroom Activity Slideshow (slides 12-21)</p> <ol style="list-style-type: none"> Read Section 4-6: workbook pgs. 72-74 Have students work in partners or groups for station activity: workbook pg. 75 <ol style="list-style-type: none"> Visit each station, match the groups to the colors, and reveal a word. Record words in the activity notes. Go over Hands-On Activity Notes: workbook pg. 75 Listen to song about groups. <p>7. Show What you Know Classroom</p>	<ul style="list-style-type: none"> ● Workbook Pages/Written Responses ● Lesson 5 TCI Wrap-Up 	<p>students' responsibilities in the school and community.</p> <p>5.2.1.D. Explain responsible school behavior.</p> <p>5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <p>5.4.1.B. Describe how classrooms can work together.</p>
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		Activity Slideshow (slides 22-24) <ol style="list-style-type: none"> Read Summary: workbook pg. 76 Workbook pg. 76 Complete Lesson 5 TCI Wrap-Up 		
Supplemental Resources:		Supplemental Resources Standards:		
<u>Additional Reading:</u> <ul style="list-style-type: none"> Primary Source First Person Narrative Literature How the Zebra Got Stripes Literature The Wombat's Gift Literature No More Snakes <u>Explore:</u> <ul style="list-style-type: none"> How Do Many People Make Up One Nation? Good Luck On Moving Day <u>Picture Books:</u> <ul style="list-style-type: none"> Franklin Plays the Game by Paulette Bourgeois. Illustrated by Brenda Clark. Stagestruck by Tomie dePaola The Very First Americans by Cara Ashrose. Illustrated by Bryna Waldman. Whoever You Are by Mem Fox. Illustrated by Leslie Straub I Pledge Allegiance by Bill Martin Jr. and Michael Sampson. Illustrated by Chris Raschka. The Sandwich Swap by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio. Illustrated by Tricia Tusa. A Little SPOT of Belonging: A Story About Being True to Yourself and Making Friends by Diane Alber The Floating Field: How a Group of Thai Boys Built Their Own Soccer Field by Scott Riley. Illustrated by Nguyen Quang and Kim Lien. 		8.1.1.C. Identify sources of historical information. 8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.		

UNIT 2 -ECONOMICS

Unit 2 Essential Questions: Who works at your school?

Mandatory Textbook: Social Studies Alive! My School and Family

LESSON 6 (Weeks 11-13)

Lesson 6 Overview: Identify different types of jobs and what they do. Use evidence to support reasoning.

Academic Vocabulary: income, job, service, skills

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 6 - Who works at your school?	<p>Students will be able to...</p> <ul style="list-style-type: none"> make inferences about a person's job from video images. give supporting evidence for inferences. identify the contributions of service providers in the school. 	<ol style="list-style-type: none"> Preview Activity Classroom Activity Slideshow (slides 1-3) <ol style="list-style-type: none"> Identify service jobs Read Introduction: workbook pg. 84 Preview Activity: workbook pg. 85 Vocabulary Classroom Activity Slideshow (slides 4-8) <ol style="list-style-type: none"> Vocabulary Terms: workbook pg. 86 Hands-On Activity: Exploring Service Jobs at Your School Classroom Activity Slideshow (slides 9-17) <ol style="list-style-type: none"> Read Sections 1-6: workbook pgs. 88-93 Complete Activity Notes: workbook pg. 94 Watch 4 Videos (slides 12-15) and discuss what service job it may be. Go back to activity notes (workbook pg. 94) and reveal what service job best matches 	<ul style="list-style-type: none"> Class Discussions Workbook Pages/Written Responses Lesson 6 TCI Wrap-Up 	<p>5.4.1.B.Describe how classrooms can work together.</p> <p>6.2.1.A.Identify goods, consumers, and producers.</p> <p>6.3.1.A.Identify examples of goods and services.</p> <p>6.4.1.A.Identify specialization of work in the community.</p> <p>6.5.1.A.Identify individuals who work for wages in the community.</p> <p>6.5.1.B.Identify different jobs and the purpose of each.</p>

		<p>your skills.</p> <p>4. Show What You Know Classroom Activity Slideshow (slides 18-20)</p> <p>a. Read Summary: workbook pg. 95</p> <p>b. Complete Letter of Appreciation for a worker at your school.</p> <p>i. Workbook pg. 95-96 or print a copy for students.</p> <p>5. Lesson 6 TCI Wrap-Up</p>		<p>6.5.1.C.Identify businesses and their corresponding goods and service.</p> <p>6.5.1.D.Identify ways to earn money.</p> <p>6.5.1.E.Describe what tools (tangible assets) are necessary to complete a task.</p> <p>6.1.1.B.Identify classroom wants and needs.</p> <p>17.2.K-2.C Predict the knowledge and skills needed for various jobs.</p>
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Supplemental Resources:

Supplemental Resources Standards:

Additional Reading:

- Literature [A Job Well Done](#)
- Social Studies Stories: *The Grasshopper's Choice* [online](#) or class copies pgs. 24-27

Picture Books:

- [The Frog Principal](#) by Stephanie Calmenson. Illustrated by Denise Brunkus.
- [If I Were President](#) by Catherine Stier. Illustrated by DyAnne DiSalvo-Ryan.
- [Try Your Best](#) by Robert McKissack. Illustrated by Joe Cepeda.

- 6.4.1.A.**Identify specialization of work in the community.
- 6.5.1.A.**Identify individuals who work for wages in the community.
- 6.5.1.B.**Identify different jobs and the purpose of each.

LESSON 7 (Weeks 14-16)

Lesson 7 Overview: Use your money to purchase five items in the marketplace that reflect key needs and wants. What will you purchase? How much will you spend?
Needed Materials: counting chips

Academic Vocabulary: goods, market, need, price, shelter, want

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 7 - What do families need and want?	<p>Students will be able to...</p> <ul style="list-style-type: none"> distinguish between <i>needs</i> and things we must have and <i>wants</i> as things that would be nice to have. identify food, clothing, and shelter as needs each family has. understand that people use money to buy goods and services in markets. explore the choices people make when buying needs and wants. describe jobs that people do to earn money to meet their needs and wants. identify items a family might need and want while 	<ol style="list-style-type: none"> Preview Activity Classroom Activity Slideshow (slides 1-3) <ol style="list-style-type: none"> Identify market economy terms and symbols Read Introduction: workbook pg. 98 Preview Activity: workbook pg. 99 Vocabulary Classroom Activity Slideshow (slides 4-9) <ol style="list-style-type: none"> Vocabulary Terms: workbook pg. 100 Extension Activity: Discussing Needs and Wants (slides 9-13) <ol style="list-style-type: none"> Read Sections 1-4: workbook pgs. 102-105 As a class, complete the needs vs. want sort Hands-On Activity: Playing the Marketplace Game Classroom Activity Slideshow (slides 15-23) <ol style="list-style-type: none"> Read Sections 5-10: workbook pgs. 106-111 Play Round 1 of Marketplace Game and use discussion questions on slide 20 to talk about wants and needs. Then, play Round 2 and use discussion questions from slide 	<ul style="list-style-type: none"> Class Discussions Workbook Pages/Written Responses Lesson 7 TCI Wrap-Up 	<p>6.1.1.A.Identify scarcity of resources within the family.</p> <p>6.1.1.C.Identify choice based on needs versus wants.</p> <p>6.2.1.A.Identify goods, consumers, and producers.</p> <p>6.2.1.D.Explain the role of money in determining price.</p> <p>6.3.1.A.Identify examples of goods and services.</p> <p>6.4.1.D.Describe how individuals differ in their wants and needs and why people buy and sell things.</p> <p>6.5.1.A.Identify individuals who work for wages in the</p>

	away from home.	<p>23: workbook pgs. 112-115 <u>***Note: This game can be done as partners or whole group. You could also model how to play it whole group using Round 1, and have Round 2 be partners. Determine what is best for your class.</u></p> <p>5. Show What You Know Classroom Activity Slideshow (slides 24-26)</p> <p>a. Read Summary: workbook pg. 116</p> <p>b. Workbook pg. 116</p> <p>6. Complete Lesson 7 TCI Wrap-Up</p>		<p>community.</p> <p>6.5.1.B.Identify different jobs and the purpose of each.</p> <p>6.5.1.C.Identify businesses and their corresponding goods and service.</p> <p>6.5.1.F.Identify buyers and sellers (people) buy and sell things.</p> <p>6.5.1.G.Explain the need to save money.</p> <p>6.1.1.B.Identify classroom wants and needs.</p> <p>6.1.1.D.Identify a choice based on classroom interest.</p> <p>17.1.K-2.B Explain how limited personal financial resources affect the choices people make.</p> <p>17.2.K-2.A Identify reasons people and households require income.</p> <p>17.3.K-2.A Describe spending choices people make in everyday life and</p>
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				<p>factors that influence them.</p> <p>17.3.K-2.D Describe how people use money for different purposes, including spending, saving, and sharing with others.</p> <p>17.4.K-2.A Describe things people own (e.g., toys, home, money).</p> <p>17.4.K-2.B Describe reasons people save money for the future rather than spend it now.</p>
Supplemental Resources:			Supplemental Resources Standards:	
<p><u>Additional Reading:</u></p> <ul style="list-style-type: none"> • Literature People at Work • Literature Saving Up • Literature Choosing One Present • Primary Source Poster • Social Studies Stories: <i>From Farm to Table</i> online or class copies pgs. 28-31 <p><u>Explore:</u></p> <ul style="list-style-type: none"> • Not Enough Money • The Things We Buy Are Scarce <p><u>Picture Books:</u></p> <ul style="list-style-type: none"> • If You Give a Pig a Pancake by Laura Joffe Numeroff. Illustrated by Felicia Bond. • Stella and Roy Go Camping by Ashley Wolff. 			<p>6.2.1.G. Define an economic system at the individual level.</p> <p>6.3.1.D. Identify products produced in the United States.</p> <p>6.4.1.A. Identify specialization of work in the community.</p> <p>17.1.K-2.A Identify short-term financial goals and steps people can take to achieve them.</p> <p>17.1.K-2.B Explain how limited personal financial resources affect the choices people make.</p> <p>17.1.K-2.C Describe how friends and family can impact a person's attitudes toward money.</p> <p>17.4.K-2.C Identify ways children can keep their money safe and avoid losing it.</p>	

- [Tight Times](#) by Barbara Shook Hazen. Illustrated by Trina Schart Hyman.
- [The Tortilla Factory](#) by Gary Paulsen.

LESSON 8 (Weeks 17-19)

Lesson 8 Overview: Putting chores in the correct order, step by step

Needed Materials: Activity Cards A & B

Academic Vocabulary: bond, chore

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 8 - How do family members care for each other?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Give examples of one's own family activities to relate new concepts to personal experiences • Discuss ways to show caring within a family system by completing chores • Use reasoning skills to place steps for six different chores in chronological order • Present reasons for a choice and challenge or support others' choices 	<p>1. Preview Activity: Introduce the Bond family and discuss how they can help Grandma Bond clean her home Classroom Activity Slideshow (Slides 1-7)</p> <ol style="list-style-type: none"> Using slides, introduce Bond family and discuss (slides 1-5) Read Introduction: workbook pg. 118 Students complete workbook pg. 119. <p>2. Vocabulary Activity Classroom Activity Slideshow (Slide 8 & 10)</p> <ol style="list-style-type: none"> Discuss slides 8-10 Vocabulary Terms:workbook pg. 120 <p>3. Hands-on Activity: Programming Charlie Chorebot Classroom Activity Slideshow (Slide 12-20)</p> <ol style="list-style-type: none"> Read Sections 1–4: workbook pg. 122 Students report to stations and complete hands-on activity notes on workbook pgs. 126-127 to solve the secret sentences Use slides 14, 15, 16, 18, 19, 20 to discuss after students are finished with stations 	<ul style="list-style-type: none"> • Class Discussions • Workbook Pages/Written Responses • Lesson 8 TCI Wrap-Up 	<p>5.2.1.A. Identify and explain the importance of responsibilities at school and at home.</p> <p>5.4.1.B. Describe how classrooms can work together.</p> <p>6.1.1.C. Identify choices based on needs versus wants.</p> <p>6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.</p>

	<ul style="list-style-type: none"> Explain logic behind sequential ordering 	<p>d. To further the discussion, see slide 22.</p> <p>4. Show What you Know Classroom Activity Slideshow (Slide 24-25)</p> <p>a. Read Summary: workbook pg. 128</p> <p>b. Students complete activity on pg. 128</p> <p>c. Students complete Lesson 8 TCI Wrap-Up</p>		
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Supplemental Resources:**Supplemental Resources Standards:****Additional Reading:**

- Literature - [Deer in Town](#)
- Literature - [Showing Kindness to Animals](#)
- Explore: [Grandparent's Day](#)
- Explore: [Save the Rainforests](#)
- Social Studies Stories: *Trading for Apples* [online](#) or class copies pgs. 32-35

Picture Books:

- [In My Heart](#) by Molly Bang
- [Recycle Every Day!](#) by Nancy Elizabeth Wallace
- Smack Dab in the Middle* by Anita Riggio

- 8.1.1.C.** Identify sources of historical information

LESSON 9 (Weeks 20-22)

Lesson 9 Overview: Identify characteristics and behaviors that make one a good neighbor

Academic Vocabulary: neighbors, neighborhood

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 9 - What do good neighbors do?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Define the concepts of 	<p>1. Preview Activity: Discover ways people are good neighbors. Classroom Activity Slideshow (Slides 1-2)</p> <p>a. Using slide 2, discuss how to be a good neighbor</p>	<ul style="list-style-type: none"> Class Discussions Workbook Pages/Written Responses Lesson 9 TCI 	5.2.1.A Identify and explain the importance of responsibilities at school and at home.

	<p><i>neighborhood</i> and <i>neighbors</i></p> <ul style="list-style-type: none"> Identify the types of behavior that characterize good neighbors Evaluate behaviors and choose those that illustrate a way of being neighborly 	<p>b. Read Introduction: workbook pg. 130</p> <p>c. Students complete workbook pg. 131.</p> <p>2. Vocabulary Activity Classroom Activity Slideshow (Slides 5-7)</p> <p>a. Discuss slides 5-7</p> <p>b. Vocabulary Terms: workbook pg. 120</p> <p>3. Hands-on Activity: I Spy a Good Neighbor Classroom Activity Slideshow (Slides 9-21)</p> <p>a. Read Sections 1–3: workbook pg. 134-136.</p> <p>b. Click HERE to show a short video of people helping others in Pittsburgh!</p> <p>c. I Spy a Good Neighbor Activity (slides 9-21)</p> <p>d. Students complete the Hands-On Activity Notes on workbook pg 137</p> <p>4. Show What you Know Classroom Activity Slideshow (Slides 23-24)</p> <p>a. Read Summary: workbook pg. 138</p> <p>b. Students complete activity on pg.138</p> <p>c. Students complete Lesson 9 TCI Wrap-Up</p>	<p>Wrap-Up</p>	<p>5.2.1.C. Identify school projects/activities that support leadership and public service.</p> <p>5.3.1.A Identify the roles of local government (fire, police.etc.).</p> <p>5.3.1.C Identify the value of firefighters, police officers and emergency workers in the community.</p> <p>6.2.1.A. Identify goods, consumers, and producers.</p> <p>6.2.1.D. Explain the role of money in determining price.</p> <p>6.3.1.A. Identify examples of goods and services.</p> <p>6.5.1.B. Identify different jobs and the purpose of each</p> <p>6.5.1.C. Identify businesses and their corresponding goods and service</p> <p>7.2.1.A. Identify physical characteristics in the community and region.</p>
Supplemental Resources:		Supplemental Resources Standards:		
<p><u>Additional Reading:</u></p> <ul style="list-style-type: none"> Social Studies Stories: <i>Trading for Apples</i> online or class copies pgs. 32-35 Explore: Happy Birthday, USA! Explore: Making a Trade 		<ul style="list-style-type: none"> 5.1.1.F. Identify national symbols. 8.1.1.C. Identify sources of historical information. 8.2.1.A. Identify groups of people who contribute to a community. 8.3.1.A. Identify Americans who played a significant role in American history 8.3.1.B. Identify American landmarks and their significance 		

- Primary Source: [Johnny Appleseed](#)
- Primary Source: [Statue of Liberty Poem](#)
- Explore: [Respecting Others](#)

Picture Books:

- [And to Think That We Thought That We'd Never Be Friends](#) by Mary Ann Hoberman
- [Be My Neighbor](#) by Maya Ajmera and John D. Ivanko
- [Cool Ali](#) by Nancy Poydar

Economics Culminating Home/School Project:

[Community Economics: Market Day](#)

- **8.4.1.A.** Explain why cultures celebrate.
- **8.4.1.B.** Explain the importance of world landmarks
- **6.2.1.A.** Identify goods, consumers, and producers.
- **6.2.1.D.** Explain the role of money in determining price.
- **6.3.1.A.** Identify examples of goods and services
- **17.1.K-2.** Explain how limited personal financial resources affect the choices people make.
- **17.2.K-2.A** Identify reasons people and households require income.
- **17.3.K-2.A**
- Describe spending choices people make in everyday life and factors that influence them.

UNIT 3 - GEOGRAPHY

LESSON 10 (Weeks 23-24)

Mandatory Textbook: Social Studies Alive! My School and Family

Lesson 10 Overview: Use a compass rose and map key to read a map of a small town
Needed Materials: counting chips

Academic Vocabulary: compass, direction, map, map key, symbol

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 10 - What is a Map?	Students will be able to... <ul style="list-style-type: none"> • Read a classroom map. • Use a compass rose to determine direction. 	1. Preview Activity: Read a classroom map and learn to use a map key and compass rose. Classroom Activity Slideshow (Slides 2-3) <ol style="list-style-type: none"> Read the introduction of the lesson with students on workbook page 146 In the Preview Activity Notes, have students complete the classroom map on 	<ul style="list-style-type: none"> • Class Discussions • Workbook Pages/Written Responses • Lesson 10 TCI Wrap-Up 	5.4.1.B. Describe how classrooms can work together. 7.1.1.A. Identify geographical tools. 7.1.1.B. Describe places in geographical references in

	<ul style="list-style-type: none"> ● Use a compass rose and geographic clues to assemble a map puzzle. ● Read a map key and geographic clues to assemble a map puzzle. ● Identify and create maps that show local areas, the United States, and the world 	<p>workbook page 147</p> <p>2. Vocabulary Activity Classroom Activity Slideshow (Slides 6-7)</p> <ol style="list-style-type: none"> a. Discuss slides 6-7 b. In the Vocabulary Activity Notes on workbook page 148, have students write the words where they belong in the classroom map. <p>3. Hands-on Activity: Learning to read a map and use a compass rose Classroom Activity Slideshow (Slides 9-19)</p> <ol style="list-style-type: none"> a. Review Vocabulary using slide 9. b. Before starting the Activity, help students identify Lebanon, Kansas in the state, country, and world maps. Introduce and explain these concepts to the class. c. Place students in pairs. Read Sections 1–6 on Pages 150-155 d. Review the Activity Overview slide and the map of Lebanon, Kansas. e. On the next slide, drag and drop the labels to the corresponding maps (slide 13). Continue using the Activity slides to help students situate Lebanon, Kansas in its state, country, and world. f. Introduce and explain political and physical maps (slides 15-17). Consider gathering other examples to show your students. g. Pass out a chip to each student. Using the questions on slides 18-19, have pairs locate different places on the map of Lebanon, Kansas in their Hands-On Activity Notes on Page 156. Have students think, move their chip, and pair up and compare answers when you ask a question. Correct with the class after each question. 		physical features.
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		<p>h. If time permits, have pairs generate questions about the map of Lebanon, Kansas. Allow students to ask and answer each other's map questions.</p> <p>4. Hands-On Activity: Using a Compass Rose to Solve a Map - Use a compass rose to complete a jigsaw puzzle of a map.</p> <p>a. Students cut out the eight puzzle pieces from their Hands-On Activity Notes on workbook page 157.</p> <p>b. Using the hints, ask students to place each square in its correct spot on the map. Have students check off each hint as it is completed in the Hands-On Activity Notes on workbook Page 157.</p> <p>5. Show What you Know Classroom Activity Slideshow (Slides 27)</p> <p>a. Read the summary of the lesson on workbook page 160.</p> <p>b. In the Student Journal on workbook page 160, have students follow the directions to create a map of a local place. They could show your classroom, a map of how to get to school, or a neighborhood park.</p> <p>c. Ask students to share their responses to the lesson's Essential Question: <i>What is a map?</i></p> <p>d. Complete the Lesson 10 Wrap-Up</p>		
Supplemental Resources:		Supplemental Resources Standards:		
Picture Books: <ul style="list-style-type: none"> • Mapping Penny's World by Loreen Leedy • Me on the Map by Joan Sweeney • There's a Map on My Lap! All About Maps by Tish Rabe 		Explore: <p>7.1.1.A. Identify geographical tools.</p> <p>7.1.1.B. Describe places in geographical references in physical features.</p>		

- Literature: Social Studies Stories: *The Right Kind of Map* [online](#) or class copies pgs. 36-41
- [Google Earth Education: Explore Earth](#)
- [PBS Learning Media: Map Borders](#)
- [Teachers Inquiries: Map Skills](#)
- [Teachers Inquiries: Maps and Geography](#)
- Literature [Maps of Places I Live](#)
- Literature [Where on Earth Are We?](#)

LESSON 11 (Weeks 25-27)

Lesson 11 Overview: Identify various families and how they are special based upon their culture, family roles, types of home, and types of activity while comparing and contrasting communities in terms of their physical features, climate, and human activities.

Needed Materials: Postcards (of different families)

Academic Vocabulary: activity, family member, home

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 11 - How are families special?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Use physiographic and cultural clues to identify the places six families live. • Name examples for three categories of family attributes. • Compare and contrast communities in terms of their physical features, climate, and human activities. 	<p>1. Preview Activity: Draw and write four ways your family is special. Classroom Activity Slideshow (Slides 2)</p> <ol style="list-style-type: none"> Read the introduction of the lesson with students on workbook page 162. Students complete the activity on workbook page 163. <p>2. Vocabulary Activity Classroom Activity Slideshow (Slides 5-7)</p> <ol style="list-style-type: none"> Discuss slides 5-7 In the Vocabulary Activity Notes on workbook pg 164, have students write the correct word or phrase for each sentence. <p>3. Hands-on Activity: Taking a Road Trip Across the U.S.A. Classroom Activity Slideshow (Slides 9-10)</p>	<ul style="list-style-type: none"> • Class Discussions • Workbook Pages/Written Responses • Lesson 11 TCI Wrap-Up 	<p>5.4.1.B. Describe how classrooms can work together.</p> <p>7.2.1.B. Identify the basic physical processes that affect the physical characteristics of places.</p>

		<ul style="list-style-type: none"> a. Place students in mixed-ability pairs (this activity can also be done as a whole class). b. Set up six stations, each with the two corresponding copies of Activity Cards A–E: Family Cards. c. Read Sections 1–4 - workbook pg. 166-169. d. Go over the Activity Overview slide with your class (slide 9). e. Use the second Activity slide (slide 10) to show an example of what students will do at each station. f. As students visit each station, students complete workbook pg. 170 (write the family’s name, city, and state below it in their Hands-On Activity Notes). g. Use the Wrap-Up slide (slide 12) to debrief. <p>4. Hands-on Activity: Playing Family Charades Classroom Activity Slideshow (Slides 14-16)</p> <ul style="list-style-type: none"> a. Distribute one Activity Card to each pair of students. b. Distribute one Activity Card to each pair. Directions for charades are on the back of each Activity Card. c. Click on the picture of the Activity Card on the first slide (slide 15) to increase the size so that the audience can see the activities that the performing pair might be acting out. d. Use the final Activity slide to debrief the charades game (Slide 16) <p>5. Show What you Know Classroom Activity Slideshow (Slide 18)</p> <ul style="list-style-type: none"> a. Read the summary of the lesson on workbook pg 171. b. Students complete the Student Journal activity on workbook pg. 171-172 		
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		c. Complete Lesson 11 Wrap-Up . d. Ask students to share their responses to the lesson’s Essential Question: How are families special?		
Supplemental Resources:		Supplemental Resources Standards:		
Picture Books: <ul style="list-style-type: none">• Family by Isabell Monk• Night in the Country by Cynthia Rylant• Everybody Cooks Rice by Norah Dooley Explore: <ul style="list-style-type: none">• Social Studies Stories: <i>My Groups: A Native American Perspective</i> online or class copies pgs. 42-45• Literature: Central Park• Literature: Desert Places• Literature: Eagle Hill		7.2.1.B. Identify the basic physical processes that affect the physical characteristics of places.		
LESSON 12 (Weeks 28-30)				
Lesson 12 Overview: Discover how geography affects the way people live.				
Academic Vocabulary: Landform, resource				
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 12- Where do families live?	Students will be able to... <ul style="list-style-type: none">• Show how geography affects the way of life in different regions across the United States.• Use the	1. Preview Activity: Discuss and draw the land and water features, weather, ways to travel, and fun activities in your community. Classroom Activity Slideshow (Slides 2-6) <ul style="list-style-type: none">a. Read the introduction of the lesson with students on workbook pageb. Use the Preview slide (slide 2) to discuss how where we live impacts our lives.c. Use the remaining Preview slides (slides	<ul style="list-style-type: none">• Class Discussions• Workbook Pages/Written Responses• Lesson 12 TCI Wrap-Up	7.1.1.A. Identify geographical tools. 7.2.1.A. Identify physical characteristics in the community and region 7.1.1.B. Describe places in geographical references in physical features.

	<p>geographic inquiry process to analyze videos of various environments and explain how they affect peoples' lives.</p> <ul style="list-style-type: none"> Identify cultural and environmental characteristics of a place. Explain how weather, climate, and other environmental characteristics affect people's lives. Identify facts and concepts associated with a supporting question. 	<p>3-6) to explore land and water, weather, transportation, and activities in your area.</p> <p>d. In the Preview Activity Notes on workbook pg. 175, have students draw what it looks like where their family lives.</p> <p>2. Vocabulary Activity Classroom Activity Slideshow (Slides 9-11)</p> <ol style="list-style-type: none"> Introduce the vocabulary words in the lesson using slide 9. Use the online drag-and-drop game to check for student understanding of key terms. In the Vocabulary Activity Notes on workbook pg. 176, have students circle the vocabulary word that each picture best represents. <p>3. Hands-on Activity: Discovering How Geography Changes Our Lives. Classroom Activity Slideshow (Slides 9-21)</p> <ol style="list-style-type: none"> Read Sections 1–6 on workbook pgs. 178-183 Review the Activity Overview on slide 9 with your class. Click on the map to give students a preview of the communities they will visit. Play the video on each of the following six slides: 15, 16, 18, 19, 20, 21 so students can get a glimpse into each community. Have students complete the Hands-On Activity Notes on workbook pgs. 184-185 for each location. Discuss slide 23. 		<p>7.2.1.B. Identify the basic physical processes that affect the physical characteristics of places.</p> <p>7.3.1.A. Identify the local climate and how it determines the way people live.</p> <p>7.4.1.A. Describe how lakes, rivers, and streams impact people.</p>
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Supplemental Resources:		Supplemental Resources Standards:		
<p>Picture Books:</p> <ul style="list-style-type: none">The Very First Americans by Cara AshroseAt the Same Moment Around the World by Clotilde Perrin <p>Explore:</p> <ul style="list-style-type: none">Social Studies Stories: <i>Families Live in Different Places</i> online or class copies pgs. 46-51Social Studies Stories: <i>Taking Care of Earth</i> online or class copies pgs. 52-55Primary Source: Homestead ActGeography of the Southeast		<p>8.1.1.B. Identify a problem or dilemma surrounding an event.</p> <p>8.1.1.C. Identify sources of historical information.</p> <p>8.3.1.A. Identify Americans who played a significant role in American history.</p>		
LESSON 13 (Weeks 31-32)				
<p>Lesson 13 Overview: Identify unique family traditions around the world and discuss which ones you and your family might like to try.</p> <p>Materials Needed: Activity Cards A–H: Country Traditions.</p>				
<p>Academic Vocabulary: celebrate, tradition, holiday</p>				

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 13 - What are family traditions?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Compare and contrast one's own family traditions with the traditions of other families. • Identify a tradition associated with a particular part of the world. • Identify and discuss fun family traditions from all over the world. • Learn how family traditions reflect local and regional cultures. 	<p>1. Preview Activity: Think about all the ways people show patriotism and discover what tradition is the same with all of them Classroom Activity Slideshow (Slides 2)</p> <ol style="list-style-type: none"> Use the Preview slide (Slide 2) to discuss what the word patriotism means, giving examples. Ask students about ways they show patriotism and help students make connections to holidays or events to explain that these are traditions. Read the introduction of the lesson with students on workbook pg. 188 Students complete the Preview Activity Notes on workbook pg. 189. <p>2. Vocabulary Activity Classroom Activity Slideshow (Slides 5-7)</p> <ol style="list-style-type: none"> Introduce the vocabulary words in the lesson using slide 5. Use the online drag-and-drop game on slide 7 to check for student understanding of key terms. Students complete Vocabulary Activity Notes on workbook pg. 190 <p>3. Hands-on Activity: Traditions Around the World. Classroom Activity Slideshow (Slides 9-14)</p> <ol style="list-style-type: none"> Set up eight stations, each with one of Activity Cards A–H: Country Traditions. Optional: Gather eight dry erase markers, one for each station, so that students may circle the country on the world map on the back of each Activity Card. Go over the Activity Overview (slide 9). On slide 10, watch a video about a 	<ul style="list-style-type: none"> • Class Discussions • Workbook Pages/Written Responses • Lesson 13 TCI Wrap-Up 	<p>.</p> <p>5.4.1.B. Describe how classrooms can work together.</p> <p>7.1.1.B. Describe places in geographical references in physical features.</p> <p>8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.</p> <p>8.4.1.A. Explain why cultures celebrate.</p> <p>8.4.1.C. Identify holidays and ceremonies of selected world cultures.</p>

		<p>tradition from Germany. Click the orange button on Germany to play the video. Decide if you would like your class to try the tradition of finger wrestling or have the class play a game that started as a tradition in China: Rock Paper Scissors!</p> <ol style="list-style-type: none"> Read Sections 1–4 on workbook pgs. 192-195. View eight videos on slide 8. Begin stations. Have students complete their Hands-On Activity Notes on workbook pg. 196 while at each station Use the Wrap-Up slide (slide 12, 14) to locate students' favorite traditions from the Activity. <p>4. Explore Your Traditions Classroom Activity Slideshow (Slides 15-16)</p> <ol style="list-style-type: none"> Discuss students' family traditions. Optionally, have students ask their families about traditions or brainstorm traditions as a class. <p>5. Show What you Know Classroom Activity Slideshow (Slide 19)</p> <ol style="list-style-type: none"> Read the summary of the lesson on workbook pg. 198 Students complete Student Journal activity on workbook pg 198, Complete Lesson 13 Wrap-Up 		
Supplemental Resources:		Supplemental Resources Standards:		
Picture Books: <ul style="list-style-type: none"> Chicken Sunday by Patricia Polacco My First Ramadan by Karen Katz The Story of the Star Bangled Banner by Patricia A. Pingry 		5.1.1.F. Identify national symbols 8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated. 8.2.1.D. Identify historical conflict in the community. 8.3.1.A. Identify Americans who played significant roles in American history. 8.4.1.A. Explain why cultures celebrate. 8.4.1.C. Identify holidays and ceremonies of selected world cultures.		

- [*Red, White, and Blue: The Story of the American Flag* by John Herman](#)

Explore:

- Literature: [Two Birthdays](#)
- Literature: [America the Beautiful](#)
- Literature: [Juneteenth](#)

UNIT 4 - HISTORY**LESSON 14 (Weeks 32-33)**

Mandatory Textbook: Social Studies Alive! My School and Family

Lesson 14 Overview: Analyze photographs to discover what school was like long ago and categorize primary sources from the past as examples of schoolhouses, classrooms, classwork, or children's lives.

Materials Needed: Activity Cards

Academic Vocabulary: classwork, past, school house

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 14 - What was school like long ago?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Predict uses of pictured historical artifacts • Compare and contrast past and present school life, with an emphasis on schoolhouses, classrooms, classwork, and children's lives. • Analyze primary 	<p>1. Preview Activity: Analyze a photograph of a well-preserved one-room schoolhouse from the 1800s and compare it to school today. Classroom Activity Slideshow (Slides 2-5)</p> <ol style="list-style-type: none"> As a class, read and discuss slides 2-5 Read the introduction of the lesson with students on workbook page 206 Students complete activity In the Preview Activity Notes on workbook pg. 207 <p>2. Vocabulary Activity Classroom Activity Slideshow (Slides 7-9)</p> <ol style="list-style-type: none"> Introduce the vocabulary words in the lesson using slide 7. 	<ul style="list-style-type: none"> • Class Discussions • Workbook Pages/Written Responses • Lesson 14 TCI Wrap-Up 	<p>5.4.1.B. Describe how classrooms can work together.</p> <p>7.4.1.A. Describe how lakes, rivers, and streams impact people.</p> <p>8.1.1.A. Demonstrate an understanding of chronology.</p> <p>8.1.1.C. Identify sources of historical information.</p> <p>8.2.1.A. Identify groups of</p>

	<p>source photographs to make inferences about school life long ago.</p>	<p>b. Use the online drag-and-drop game to check for student understanding of key terms on slide 9.</p> <p>c. Students complete Vocabulary Activity Notes on workbook pg. 208</p> <p>3. Hands-on Activity: Discovering What School Was Like Long Ago Analyze photographs to discover what school was like long ago. Classroom Activity Slideshow (Slides 13-15)</p> <p>a. Divide students into pairs or conduct the discussion as a class.</p> <p>b. Go over the activity Overview (slide 11) with students. Provide students with the sentence frame, “Because I see _____, I think that _____.”</p> <p>c. After completing each slide, read the corresponding section of the text (Pages 210-214).</p> <p>d. After reading, call on volunteers to come to the front and present what they learned about school long ago.</p> <p>4. Hands-On Activity: Categorizing Images of School Long Ago. Categorize primary sources from the past as examples of schoolhouses, classrooms, classwork, or children’s lives Classroom Activity Slideshow (Slides 17-19)</p> <p>a. Place <i>Activity Cards A–H: Images of School Long Ago</i> at stations around the room. If more than 24 students are in your class, print additional copies of the Activity Cards to set up additional stations as needed.</p> <p>b. Share the Activity Overview slide 17 with the class.</p> <p>c. In groups, have students walk around the classroom to look at each of the eight Activity Cards.</p>		<p>people who contribute to a community.</p> <p>8.3.1.C. Identify examples of change.</p> <p>5.3..1.H. Explain how information/news is conveyed to the public.</p> <p>5.4.1.D. Identify different means of receiving information/news.</p>
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		<p>d. Students discuss each picture</p> <p>e. Have students complete their Hands-On Activity Notes on workbook pgs 214-215.</p> <p>4. Show What you Know Classroom Activity Slideshow (Slides 2-5)</p> <p>a. Read the summary of the lesson on workbook pg 216</p> <p>d. In the Student Journal on Page 216, have students complete the graphic organizer with words or drawings to compare schools long ago to schools today.</p> <p>e. Complete the Lesson 14 Wrap-Up</p> <p>f. Ask students to share their responses to the lesson's Essential Question: <i>What was school like long ago?</i></p>		
Supplemental Resources:		Supplemental Resources Standards:		
<p>Picture Books:</p> <ul style="list-style-type: none"> • <i>Going to School</i> by Philip Steele • If You Lived 100 Years Ago by Ann McGovern • Schools: Then and Now by Robin Nelson <p>Explore:</p> <ul style="list-style-type: none"> • Social Studies Stories: <i>Clara Barton Helped Others</i> online or class copies pgs.56-59 • Social Studies Stories: <i>From Buggies to Blastoff!</i> online or class copies pgs.60-63 • Literature: The 100th Day • Literature: Take Me Out to the Ball Game • Literature: An Old Church • Literature: The Erie Canal • Primary Source: Communities in the Past • Primary Source: George Washington's Picture 		<p>8.1.1.A. Demonstrate an understanding of chronology.</p> <p>8.1.1.C. Identify sources of historical information.</p> <p>8.3.1.C. Identify examples of change.</p>		

LESSON 15 (Weeks 33-34)

Lesson 15 Overview: Analyze objects from the past to discover what life might have been like for your family when they were kids while solving timelines by reading stories, analyzing images, and using sequence words as clues.

Academic Vocabulary: change, grow, move

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 15 - How do families change over time?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Identify three ways in which families change over time. Name responsibilities and activities that change as a child grows older. Identify at least two reasons for change in family size. Compare old and new ways of doing work. Predict future changes in a family. 	<p>1. Preview Activity: Compare things from the past to things you use today. : Classroom Activity Slideshow (Slides 2-4)</p> <ol style="list-style-type: none"> Use the Preview slide (slide 2) to compare writing and talking on the phone from the past to today. Use slide 3 to discuss how a chicken changes over time. Read the introduction of the lesson with students on workbook page 218 Students complete the Preview Activity Notes on workbook page 219 <p>2. Vocabulary Activity Classroom Activity Slideshow (Slides 6-8)</p> <ol style="list-style-type: none"> Introduce the vocabulary using slide 6. Use the online drag-and-drop game on slide 8 to check for student understanding of key terms (slide 8 can be used as a short review before Day 2 lesson) . Students complete activity in the Vocabulary Activity Notes on Page 220. <p>3. Hands-on Activity: Analyze objects from the past to discover what life might have been like for your family when they were kids. Classroom Activity Slideshow (Slides 10-15)</p> <ol style="list-style-type: none"> Place students in groups. 	<ul style="list-style-type: none"> Class Discussions Workbook Pages/Written Responses Lesson 15 TCI Wrap-Up 	<p>5.1.1.E. Describe students' responsibilities in the school and community.</p> <p>5.2.1.A. Identify and explain the importance of responsibilities at school and at home.</p> <p>5.2.1.D. Explain responsible school behavior.</p> <p>5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.</p> <p>5.4.1.B. Describe how classrooms can work together.</p> <p>7.1.1.B. Describe places in geographic reference in physical features.</p> <p>8.1.1.C. Identify sources of historical information.</p> <p>8.2.1.A. Identify groups of people who contribute to a</p>

		<ul style="list-style-type: none"> b. Use slides 11, 12, 13 to analyze images. c. Read Sections 1–2 on on workbook page 222 and 223. d. Inform students that they will be interviewing adults about their childhoods (this can be done as a homework assignment or as whole group with the teacher using pictures from slideshow). The goal is to connect their learning to an adult’s experience to what they know. e. Have students complete Hands-On Activity Notes on Page 224 at home or school. You may want to have them take notes on a separate sheet of paper if more space is needed. f. Allow students to share their learning with the class or in small groups. <p>4.Hands-on Activity: Analyze objects from the past to discover what life might have been like for your family when they were kids. Classroom Activity Slideshow (Slides 17-22)</p> <ul style="list-style-type: none"> a. Place students in groups. Ask them to share ways their families have changed over time. b. Read Sections 3–4 on workbook page 225-226. c. Have students cut out the pictures for each story from the Activity Cutouts in their Student Journals on Page 227. d. Using slide 20, read the story carefully. Have groups decide where each picture should go on the timeline. e. Drag and drop the images in the correct locations on the timelines on slide 21.Students can complete Hands-On Activity Notes on Page 229. <p>5. Show What you Know Classroom Activity Slideshow (Slides 23)</p>		<p>community.</p> <p>8.3.1.C. Identify examples of change.</p>
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Supplemental Resources:			Supplemental Resources Standards:	
Picture Books: <ul style="list-style-type: none"> • Grandfather's Wrinkles by Kathryn England • A Kiss Goodbye by Audrey Penn Explore: <ul style="list-style-type: none"> • Social Studies Stories: <i>Old Family Pictures</i> online or class copies pgs. 64-67 • Social Studies Stories: <i>Clara Barton Helped Others</i> online or class copies pgs. 68-71 • Literature: What They Remember • Literature: Abraham Lincoln's "My Child-hood Home I See Again" • My Family and Me 			8.1.1.A. Demonstrate an understanding of chronology. 8.1.1.C. Identify sources of historical information. 8.3.1.A. Identify Americans who played a significant role in American history. 8.3.1.C. Identify examples of change.	