

**Curriculum Map - Social Studies - 5K Social Studies**

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year						
Being a Good Citizen  <i>(updated 8/31/19)</i>	K-2.SS.Inq1.a.e(I) Explain why or how a teacher or text provided question is important to a topic or issue. K-2.SS.Inq1.b.e(I) When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?"). K-2.SS.Inq4.b.e(I) Respond effectively to questions about their inquiry K-2.SS.Inq5.a.e(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments. K-2.SS.BH1.b.2(I) Identify situations and places that impact a person's emotions. . K-2.SS.BH2.a.K-1(I) Describe how groups of people are alike and different. K-2.SS.BH2.b.1(I) Understand ways people change and adapt to new situations in places and within a family. K-2.SS.Econ3.a.1(I) Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese). K-2.SS.Econ3.b.1(I) Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save. K-2.SS.Econ4.a.2(I) Hypothesize how a good gets to the local community market		Why does everyone need to follow rules? What is a rule? What is responsibly? How do groups help us learn? How are groups important?	Identify the purpose of having rules. List classroom and school rules Recognize consequences of breaking rules. Explain how rules help people get along with each other and stay safe. Describe benefits of cooperation, taking turns, and sharing. Identify ways to resolve conflict. Define respect. Identify the purpose of having safety signs and symbols. Recognize consequence of disobeying safety signs and symbols. Recognize that citizens have a responsibility to follow rules and laws. Show the importance of taking responsibility for one's own choices and actions. Compare and contrast groups in other communities and cultures. Understand that people learn through groups.	Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations	God has given us a rule book and the 10 commandments in the Bible. God forgives us when we break the rules, because Jesus died on the cross.
My Country  <i>(updated 8/31/19)</i>	K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments. K-2.SS.BH1.b.2(I) Identify situations and places that impact a person's emotions. . K-2.SS.BH2.a.K-1(I) Describe how groups of people are alike and different. K-2.SS.BH2.b.1(I) Understand ways people change and adapt to new situations in places and within a family. K-2.SS.BH3.a.2(I) Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?). K-2.SS.Geog1.a.1(I) Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task. K-2.SS.Geog1.b.1-2(I) Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations K-2.SS.PS1.a.K-1(I) Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community. K-2.SS.PS1.b.1-2(I) Compare contributions of two or more influential people related to the founding of the United States		How do Americans show they are proud of their country? What does our flag stand for? What are some symbols of the United States? Who is a leader/president? Why is freedom important?	Identify the flag of the United States. Recognize where the United States is in the world. Learn and recite the Pledge of Allegiance. Identify the name of our country. Recognize a map of the United States. Locate our state on a map of the United States. Recognize national symbols and icons. Understand that leaders in the government, community, school, and home make and enforce rules. Recognize important leaders. Understand the necessity of leaders. Understand voting. Show pictures of American hero-Lincoln, Washington. Recognize Americans' basic freedoms. Understand what freedom means to the citizens of the	Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations	God has blessed our country for many years, and He will continue too. One of the basic freedoms in our country is freedom of religion.

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	<p>people related to the founding of the United States.</p> <p>K-2.SS.PS2.a.1-2(I) Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>K-2.SS.PS2.b.2(I) Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.</p> <p>K-2.SS.PS2.c.1-2(I) Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>K-2.SS.PS3.a.1(I) Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.</p> <p>SS.PS3.c.1(I) Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).</p> <p>SS.PS3.d.1(I) Predict how people come up with different ideas to solve a problem.</p> <p>K-2.SS.PS4.a.e(I) Compare and contrast perspectives on the same topic.</p> <p>K-2.SS.PS4.b.2(I) Give an example of a compromise.</p>			<p>United States. Recognize Americans' basic freedoms. Understand what freedom means to the citizens of the United States.</p>		
<p>Workers <i>(updated 8/31/19)</i></p>	<p>K-2.SS.Inq2.b.e(I) Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>K-2.SS.Inq3.a.e(I) With prompting and support, state a claim to answer a question that the class is considering.</p> <p>K-2.ss.Inq3.c.e(I) Explain how evidence supports a claim for a class inquiry.</p> <p>K-2.SS.Inq4.b.e(I) Respond effectively to questions about their inquiry</p> <p>K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments.</p> <p>K-2.SS.BH1.b.2(I) Identify situations and places that impact a person's emotions. .</p> <p>K-2.SS.BH2.a.K-1(I) Describe how groups of people are alike and different.</p> <p>K-2.SS.BH2.b.1(I) Understand ways people change and adapt to new situations in places and within a family.</p> <p>K-2.SS.BH3.a.2(I) Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).</p> <p>K-2.SS.BH4.a.e(I) Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.</p> <p>K-2.SS.Econ1.a.1(I) Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country.</p> <p>K-2.SS.Econ1.b.2(I)</p>		<p>Who are workers at your school? Who works in your community? What goods and services does your family buy? What can you do to help save resources? How do people support each other?</p>	<p>Recognize that tools have changed overtime. Identify the occupation of people at school, in the community and at home. Describe how each worker is helpful to others. Identify ways people earn money-buy goods and services. Recognize the relationship between work and money. Identify U.S. currency, Compare wants and needs. List ways to conserve limited resources. Volunteers work for no money. People use resources to make goods. Identify how people get food today. Trace the sequence in a manufacturing process. Recognize how we depend on farmers, factory workers, truck drivers, and grocery store employees to get food to families. Recognize that all jobs are significant. Compare and contrast jobs around the world. Distinguish between producers and consumers.</p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>God has given us workers at home, school, work, and in the community., Praise God for helpers. It is our job to take care of God's resources.</p>

	<p>Predict a person's change in behavior in response to different potential rewards.</p> <p>K-2.SS.Econ2.a.1(I) Differentiate between buyers (consumers) and sellers (producers).</p> <p>K-2.SS.Econ4.a.2(I) Hypothesize how a good gets to the local community market</p> <p>K-2.SS.Econ4.b.1(I) Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.</p> <p>K-2.SS.Econ4.c.2(I) Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.</p> <p>K-2.SS.Econ5.a.2(I) Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.</p> <p>K-2.SS.Geog3.b.2(I) Compare and contrast the different modes of transportation and communication used by families in work and daily lives.</p> <p>K-2.SS.Geog5.a.1(I) Provide examples of human changes to the environment surrounding the school or neighborhood.</p>					
<p>Where We Live <i>(updated 8/31/19)</i></p>	<p>K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments.</p> <p>K-2.SS.BH1.b.2(I) Identify situations and places that impact a person's emotions. .</p> <p>K-2.SS.BH2.a.K-1(I) Describe how groups of people are alike and different.</p> <p>K-2.SS.BH2.b.1(I) Understand ways people change and adapt to new situations in places and within a family.</p> <p>K-2.SS.Geog1.a.1(I) Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p> <p>K-2.SS.Geog1.b.1-2(I) Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations</p> <p>K-2.SS.Geog1.c.1(I) Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p> <p>K-2.SS.Geog2.a.K-1(I) Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.</p> <p>K-2.SS.Geog2.b.2(I) Explain why people have moved to and away from their community</p> <p>K-2.SS.Geog2.c.2(I) Describe population changes in their community over time.</p> <p>K-2.SS.Geog2.d.1(I) Identify and explain differences between rural and urban areas</p> <p>K-2.SS.Geog3.a.1(I) Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the</p>		<p>What are some different kinds of land on /earth? How do people live in different places around the world? How do locations affects the way people live? What is the difference between city living and rural living?</p>	<p>Identify and forms and environments. Identify different bodies of water Compare and contrast locations of people, places, and environments. Identify a globe as a model of the Earth. Distinguish between land and water on a globe. Locate the north and south poles. Use models and maps to describe real places. Construct models and maps of neighborhoods. Identify map symbols. Locate places on a map by reading map symbols. Describe and compare regions. Recognize the natural and human characteristics of regions. Understand that people create shelter according to both culture and environment. Identify features of a city and suburb. Identify features of a farm. Compare and contrast city and farm life.</p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>God created a wonderful world for us to live in . All people around the world are children of God. God takes care of thoes who love him.</p>

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	<p>bathroom? Who gets to the lunchroom first?)</p> <p>K-2.SS.Geog3.b.2(l) Compare and contrast the different modes of transportation and communication used by families in work and daily lives.</p> <p>K-2.SS.Geog4.a.2(l) Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p> <p>K-2.SS.Geog5.a.1(l) Provide examples of human changes to the environment surrounding the school or neighborhood.</p> <p>K-2.SS.Geog5.b.2(l) Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used</p>					
<p>Times Goes By</p> <p><i>(updated 8/31/19)</i></p>	<p>K-2.SS.BH3.a.2(l) Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).</p> <p>K-2.SS.BH4.a.e(l) Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.</p> <p>K-2.SS.Econ1.b.2(l) Predict a person's change in behavior in response to different potential rewards.</p> <p>K-2.SS.Econ2.c.2(l) Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>3-5.SS.Inq1.a.i(l) Develop list of open and closed-ended questions on a topic or issue.</p>		<p>What did you do yesterday? What will you do tomorrow? What happens in November? What are the seasons? How many months in a year? What is a calendar?</p>	<p>Describe how things change from day to day. Sequence events by using yesterday, today and tomorrow. Place events in temporal order. Measure calendar time by using days, weeks and months. Use a calendar to record events and recognize important dates. Identify the 12 months of the year. Name different holidays. Focus on Christian-Christmas, Easter Place the names of the months in temporal order. Identify and describe the four seasons. Put seasonal changes in temporal order.</p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>Things around us may change, but God and his love will never change.</p>
<p>Stories of the Past</p> <p><i>(updated 8/31/19)</i></p>	<p>K-2.SS.Hist1.a.e(l) Identify one or more causes of an event, issue, or problem.</p> <p>K-2.SS.Hist1.b.e(l) Identify one or more effects of an event, issue, or problem.</p> <p>K-2.SS.Hist2.a.e(l) Identify patterns of what stayed the same to self, family, and community over time.</p> <p>K-2.SS.Hist2.b.e(l) Identify patterns of change to self, family, and community over time.</p> <p>K-2.SS.Hist2.c.e(l) Explain how something happening outside of your home can affect your family</p> <p>K-2.SS.Hist3.a.e(l) Describe a person or event from the past that reflects your own life in some way.</p> <p>K-2.SS.Hist3.b.e(l) Explain why two people can talk about an event from different viewpoints.</p> <p>K-2.SS.Hist3.c.e(l) Explain how something from the past can affect your life now.</p> <p>K-2.SS.Hist4.a.e(l) Describe the events that led to the creation of a primary source.</p>		<p>What can people learn from stories about the past? What are some American holidays? Why do we celebrate Thanksgiving? How did families get food and water in the past? How was life in the past different from your life? Who are your ancestors? Why are current events important?</p>	<p>Identify national patriotic holidays. Identify the reasons for some national holidays. Recognize people honored by American holidays. Place events in temporal order. Read a holiday time line. Use vocabulary words related to time and chronology correctly. Describe how local customs and traditions are celebrated. Explain the reasons for local holidays. Recognize how people lived in earlier times. Compare and contrast life in the present with life in the past. Distinguish between the past, present and future. Distinguish stories with facts from stories that are made up. Identify story elements that are make-believe. Recognize that items change</p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative) Teacher Observations</p>	<p>Holidays can help us celebrate God's love for his people. God has taken care of the people who lived before us, and He will take care of us.</p>

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<p>K-2.SS.Hist4.b.e(1) Identify the intended audience for whom the primary or secondary source was created.</p> <p>K-2.SS.Hist4.c.e(1) Create one primary source about your life.</p> <p>K-2.SS.Hist4.d.e(1) Identify the POV of your own primary or secondary source</p>			<p>over time. Compare itmes used inthe past with similar items used today. Understand family interdependence. Tell about family heritage. Describe major events in the past and present that have changed people's lives. Discuss the impact of current events.</p>		
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