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| Unit 1- Chapter 1: My Family, My School | | Time: August-September 2019 | |
| Standards Taught | | | |
| <ul style="list-style-type: none"> • K.C.1.1 Identify our country's flag of the United States as a symbol of the nation • K.C.2.1 Understand classroom rules and why they are important | | | |
| Differentiation/Assessment: | Classroom Management and Environment: | | What will the students be doing? |
| <i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i> | <i>Our classroom is set up with each student having their own desk with whole group discussion.</i> | | <ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Sing Songs |
| Relevance | Vocabulary | | Assessments |
| <i>Children will understand that citizens have rights and responsibilities and are good citizens when they follow the rules and laws and U.S. symbols and monuments stand for and remind us of our country.</i> | <ul style="list-style-type: none"> - Citizen - School - Leader - Rule - Symbol | <ul style="list-style-type: none"> - Monument - Rights - Responsibilities - Decisions | <ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Scholastic News • Unit Test |
| Essential Questions: | | | |
| <ul style="list-style-type: none"> • How do people best cooperate? • How do you work together with friends? • How can you show you are a good citizen in school? • What are responsibilities you have at home? What about at school? • How do we get along with others? • What rules do we follow? (home, school, community) • What might happen if someone doesn't follow a rule? • Who are our leaders? • What is one law the crossing guard helps us remember? What happens if we don't follow the rules? • How do we make decisions? • What could you ask a friend before deciding what to do together? • What are our country's symbols? • What does the American Flag stand for? • What are our country's monuments? • What does the president of the United States do at the White House? • How do people work together to do a job? | | | |

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| Unit 2- Chapter 2: Everybody Works | | Time: October-November 2019 | |
| Standards Taught | | | |
| <ul style="list-style-type: none"> • K.E.1.1 Describe the difference between wants and needs • K.G.6.1 Describe ways people rely on the environment to meet human needs and wants | | | |
| Differentiation/Assessment: | Classroom Management and Environment: | | What will the students be doing? |
| <i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i> | <i>Our classroom is set up with each student having their own desk with whole group discussion.</i> | | <ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Sing songs |
| Relevance | Vocabulary | | Assessments |
| <i>Children will understand the difference between needs and wants and the importance of money to buy and sell.</i> | <ul style="list-style-type: none"> - Needs - Wants - Money - Job | <ul style="list-style-type: none"> - Services - Choices - Goods | <ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Scholastic News • Unit Test |
| Essential Questions: | | | |
| <ul style="list-style-type: none"> • What job do you like to do at home? Why? • What do we need? What do we want? • What is an example of something that you need? how do we get what we need or want? • How do families get money to buy what they need? • How do we use money? • What is a way people get things they need? • What can you buy with money? • What are jobs that people do? • What tools and equipment does a firefighter need? • What is a job you have at home? At school? • Why do we make choices? • What do people need to do in order to buy things? • What are goods? • What are services? • How does a person working in a garden earn money? • What is a job that you would like to have? What would you make or do for others? | | | |

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| Unit 3- Chapter 3: Where We Live | | Time: December 2019 –January 2020 | |
| Standards Taught | | | |
| <ul style="list-style-type: none"> • K.G.1.1 Recognize that maps and globes represent places • K.G.1.2 Use environmental directions or positional words including but not limited to up, down, above, and below to identify significant locations in the classroom • K.G.3.1 Identify and describe places in the immediate environment including the classroom and/or playground • K.G.6.1 Describe ways people rely on the environment to meet human needs and wants | | | |
| Differentiation/Assessment: | Classroom Management and Environment: | | What will the students be doing? |
| <i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i> | <i>Our classroom is set up with each student having their own desk with whole group discussion.</i> | | <ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Sing songs |
| Relevance | Vocabulary | | Assessments |
| <i>Children will understand that the world is made up of different features and that humans use the world's natural resources to satisfy basic needs.</i> | <ul style="list-style-type: none"> - Map - Hill - Mountain - Plain - River - Weather - Resources | <ul style="list-style-type: none"> - Lake - Landforms - Bodies of Water - Globes - Seasons | <ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Scholastic News • Unit Test |
| Essential Questions: | | | |
| <ul style="list-style-type: none"> • <i>What would you do with your family where you live?</i> • <i>What is one thing you see out your window at home? At school?</i> • <i>What are buildings in your community?</i> • <i>Where do we live?</i> • <i>Where in your neighborhood would you go to mail a letter?</i> • <i>Where are places located?</i> • <i>What is beside your house?</i> • <i>What do maps show?</i> • <i>How can you tell the difference between land and water on a map?</i> • <i>What are landforms?</i> • <i>What kind of land is farthest from the water on the map?</i> • <i>What kind of land is colored green on the map?</i> • <i>What are bodies of water?</i> • <i>How can you identify rivers and lakes on a map?</i> • <i>What do globes show?</i> • <i>What are the blue areas on a globe?</i> • <i>Why do we use a globe?</i> | | | |

- *What is weather like?*
- *What might happen if you see dark clouds in the sky?*
- *What would you wear on a cold and snowy day?*
- *What are the four seasons?*
- *In what season would you wear shorts and a t-shirt outside?*
- *What is one seasonal weather change from fall to winter?*
- *What happens to the leaves in the fall time?*
- *How do we use Earth's resources?*
- *What are things we make using wood from trees?*
- *How do we use water?*
- *What are some 3 things that people use or make?*
- *What is a place you would like to visit? What does it look like?*

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| Unit 4- Chapter 4: Our Traditions | | Time: February-March 2020 |
| Standards Taught | | |
| <ul style="list-style-type: none"> K.H.2.1 Identify local and national celebrations | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i> | <i>Our classroom is set up with each student having their own desk with whole group discussion.</i> | <ul style="list-style-type: none"> Reading the lessons Answering comprehension questions Participating in class discussions Sing songs |
| Relevance | Vocabulary | |
| <i>Children will understand that cultures around the world are expressed in a variety of ways and that people can be alike or different.</i> | <ul style="list-style-type: none"> - Culture - Family - Custom - Celebrate - American Folk Heroes | <ul style="list-style-type: none"> - Tradition - Culture - Alike - Different - Holiday - Fact- Fiction |
| | | <ul style="list-style-type: none"> Workbook comprehension questions Class discussions Scholastic News Chapter Test |
| Essential Questions: | | |
| <ul style="list-style-type: none"> How is culture shared? How are people alike? Different? How are families alike? Different? How is your family like one of your classmate's families? How will your drawing of your family look different from other children's drawings? What is culture? How do people in our nation celebrate holidays? What is something you like to do that is part of your culture? How do we celebrate special events? Choose two items. How do you use those to celebrate? What are national holidays? How are Presidents' Day and Martin Luther King Jr. Day alike? What do we celebrate on Thanksgiving? Who are American folk heroes? Which hero do you like best? Why? What are other cultures like? What is the difference between fact and fiction? What is something that you could celebrate? What would it look like? | | |

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| Unit 5- Chapter 5: Life Then and Now | | Time: April- May 2020 | |
| Standards Taught | | | |
| <ul style="list-style-type: none"> • K.H.1.1 Distinguish yesterday, today, and tomorrow • K.H.2.1 Identify local and national celebrations | | | |
| Differentiation/Assessment: | Classroom Management and Environment: | | What will the students be doing? |
| <i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i> | <i>Our classroom is set up with each student having their own desk with whole group discussion.</i> | | <ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions • Sing Songs |
| Relevance | Vocabulary | | Assessments |
| <i>Children will understand that things change overtime and history is the story of our past from primary and secondary sources.</i> | <ul style="list-style-type: none"> - Picture - Calendar - Timeline - Past - Present - Hero | <ul style="list-style-type: none"> - Community - Before, Now, After - Time - History - Technology | <ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Scholastic News • Unit Test |
| Essential Questions: | | | |
| <ul style="list-style-type: none"> • What did you use when you were a baby? What about now? • How do we talk about time using the words before, now, and after? • How do we measure time on a calendar? • What months are the warmest? • How did people measure time long ago? • What is a timeline? • How can we learn about history? • How has the way people travel changed over time? • What is a primary source? • What is a secondary source? • Who is an American hero? • How have families changed? • How has school changed from then to now? • What did children write on a long time ago? • How have communities changed overtime? • How is communication different today than it was long ago? • How is technology different today then is what a long time ago? • How have telephones changed? • What tool would come last on a timeline: a typewriter or a computer? • What is one way people traveled long ago? How do people travel today? | | | |