

P4 SOCIAL STUDIES CURRICULUM MAP

Government and Civics

Unit Duration: 8 weeks	Assessment: SSPA #1
Topic: Building Community/ Rules, Laws, and Citizenship	Topic Duration: 5 weeks
Essential Question: How can rules and laws help to meet individual needs and promote the common good?	

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important. DOK 2</p> <p>SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. DOK 2</p> <p>SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</p> <p>SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals and groups at home and at school. DOK 2</p> <p>SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources – natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. DOK 2</p>	<p>Government and Civics</p> <ul style="list-style-type: none"> I can explain the reasons for rules in the home and at school. I can identify classroom needs and describe a rule that could meet that need. I can compare and contrast home, classroom, and community rules and laws. I can identify similarities and differences between rules and laws. I can explain why rules and laws are important at school and in the community. I can give examples of what life would be like without rules or laws. I can identify characteristics of a good citizen. I can identify examples of good citizenship at home, at school, and in the community. I can identify ways that citizens can participate in their community to express their concerns and views. I can explain why civic engagement in the community is important. I can identify rights guaranteed by the U.S. government. I can identify the five rights associated with the First Amendment to the U.S. Constitution. I can share ways that rules and laws can serve to support order and protect individual rights. <p>Cultures and Societies</p> <ul style="list-style-type: none"> I can describe and give examples of conflicts and conflict resolution strategies that may occur between individuals/groups at home and at school. <p>Economics</p> <ul style="list-style-type: none"> I can identify wants and needs at home, in the classroom/school, and in the community. 	<ul style="list-style-type: none"> Bens Guide to U.S. Government for Kids http://bensguide.gpo.gov/ City Government Month lesson plans (JCPS Online) <i>No Rules for Rex!</i> by Daisy Albert Encyclomedia Resources <i>This is Our Government</i> video Illinois First Amendment Center Activity Book (JCPS Online) http://www.illinoisfirstamendmentcenter.com/coloring_books.php

P4 SOCIAL STUDIES CURRICULUM MAP

Topic:

Levels and Branches of Government

Topic Duration:

3 weeks

Essential Question:

How is government organized in my local community?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, road maintenance, snow removal, garbage pick-up,) and identify how they pay for these services with taxes.</p> <p>SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.</p> <p>SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.</p> <p>SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p> <p>SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.</p>	<p>Government and Civics</p> <ul style="list-style-type: none"> I can explain the basic purposes of government. I can explain why democratic ideas are important. I can identify the branches of government. I can describe how my local government is structured. I can explain the role of each branch of government at the local level. I can identify officials who serve in each branch of government at the local level. I can give examples of services provided by local government. I can explain the basic functions of local government. I can explain how local government pays for services. I can share ways that active participation of citizens helps government to function. I can explain the importance of voting. I can explain ways that citizens can learn about the views of candidates in elections. <p>Cultures and Societies</p> <ul style="list-style-type: none"> I can explain how social institutions like government help the community. I can describe roles and responsibilities of community workers. <p>Economics</p> <ul style="list-style-type: none"> I can identify goods and services provided by local government. I can explain how government pays for the goods and services they provide to the community. I can explain how and why taxes are collected. I can describe services that local government provides to community members. I can define interdependence. I can give examples of how people in my community depend on each other for goods and services. I can describe community needs and describe ways local government addresses them. <p>Geography</p> <ul style="list-style-type: none"> I can use a variety of geographic tools to locate and describe familiar places at school and in the community. I can create a map that identifies familiar places at school and in the community. 	<ul style="list-style-type: none"> <i>Ben's Guide to U.S. Government for Kids</i> http://bensguide.gpo.gov/ Encyclomedia Resources: <i>This is Our Government</i> video (<i>Three Branches – Legislative, Executive, and Judicial</i> video clips) City of Louisville website http://www.louisvilleky.gov/ City Government Month lesson plans (JCPS Online) Map of Kentucky with major cities

P4 SOCIAL STUDIES CURRICULUM MAP

Time, Continuity, and Change

Unit Duration:
3 weeks

Assessment:
SSPA #2

Topic:
Sources and Tools for Social Studies

Topic Duration:
3 weeks

Essential Question:
How do we know about the past?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation, and education in the community.</p>	<p>Historical Perspective</p> <ul style="list-style-type: none"> ▪ I can identify differences between primary and secondary sources. ▪ I can use primary and secondary sources to learn about the past. ▪ I can identify examples of change over time in stories, photographs, and documents. ▪ I can compare and contrast differing accounts of past events, people, places, or situations and offer possible reasons for the differences. ▪ I can describe how people in the past lived. ▪ I can explain how life has changed over time for both Kentuckians and Americans. ▪ I can explain how timelines help us learn about the past. ▪ I can construct timelines that indicate an understanding of a sequence of events. 	<ul style="list-style-type: none"> 📖 <i>The House on Maple Street</i> by Bonnie Pryor 📖 <i>Momma, Where are You From?</i> by Marie Brady 📖 <i>Who Came Down That Road?</i> By George Ella Lyon 📄 TeachingHistory.org Historical Thinking Poster http://teachinghistory.org/historical-thinking-poster-request (Go to website and request free resource.) 📄 National Archives Document Analysis Worksheets http://www.archives.gov/education/lessons/worksheets/index.html 📄 University of Louisville Libraries digital collections http://digital.library.louisville.edu/cdm4/collections.php (collection of photographs that illustrate change over time)