

CURRICULUM MAP

Social Studies

Month 3rd Qtr <u>Jan/Feb/</u> <u>Mar</u>	WEEK 1 World of Work	WEEK 2 World of Work	WEEK 3 World of Work	WEEK 4 Everything Changes	WEEK 5 Everything Changes
Concept (Standard)	Unit 3 – World of Work Lesson 1 – Needs and Wants 2 1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people. 1.5.1 Explain the difference between goods and services and describe how people are consumers and producers of goods and services.	Unit 3 Lesson 2 – Goods and Services Lesson 3 – Buy, Trade, and Save 1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people. 1.5.1 Explain the difference between goods and services and describe how people are consumers and producers of goods and services.	Unit 3 Lesson 4 – All kinds of Jobs Lesson 5 – Getting Food to the Market 1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people. 1.5.1 Explain the difference between goods and services and describe how people are consumers and producers of goods and services.	Unit 4 Everything Changes Lesson 1 – Learning About the Past Lesson 2 – The First Americans 1.1.1 Describe the main characters and their qualities, after reading or listening to folktales, legends, and stories from Guam, the U.S., and around the world. 1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people. 1.1.3 Explain that people on Guam and in the U.S. have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and students’ own families. 1.2.1	Unit 4 Lesson 3 – Family Life Past and Present 1.1.1 Describe the main characters and their qualities, after reading or listening to folktales, legends, and stories from Guam, the U.S., and around the world. 1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people. 1.1.3 Explain that people on Guam and in the U.S. have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and students’ own families. 1.2.1

				Identify temporal sequences, such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places). 1.2.2 Create and sequence events in students' own lives in chronological order.	Identify temporal sequences, such as days, weeks, months, years, and seasons. Use words and phrases related to time correctly (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places).
CCSS Standards	<p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other</p>	<p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other</p>	<p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other</p>	<p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a</p>	<p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.2 Identify the main topic and retell key details of a text.</p> <p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other</p>

	<p>illustrations and information provided by the words in a text.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>illustrations and information provided by the words in a text.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>illustrations and information provided by the words in a text.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>text.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>illustrations and information provided by the words in a text.</p> <p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p>Skill (SAT-10)</p>	<p>Analyze economic choices</p> <p>Recognize the purpose of an economic instruction</p>	<p>Analyze economic choices</p> <p>Recognize the purpose of an economic instruction</p> <p>Understand mediums of exchange</p>	<p>Analyze economic choices</p> <p>Recognize the purpose of an economic instruction</p> <p>Sequence production of a good</p> <p>Relate the importance of natural resources to technological advancement</p>	<p>Sequence events</p> <p>Evaluate how places change over time</p> <p>Interpret a timeline</p>	<p>Relate appropriate shelter to environment</p> <p>Sequence events</p> <p>Identify a historical figure</p> <p>Evaluate how places change over time</p> <p>Interpret a timeline</p>

Assessment	Pre/Post Test, Practice workbook, Interactive Notebooks, Printables	Pre/Post Test, Practice workbook, Interactive Notebooks, Printables	Pre/Post Test, Practice workbook, Interactive Notebooks, Printables	Pre/Post Test, Practice workbook, Interactive Notebooks, Printables	Pre/Post Test, Practice workbook, Interactive Notebooks, Printables
ESLRs	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences.

Subject: Social Studies **Grade:** 1st **Quarter:** 3rd **Teacher(s):** Balajadia, Damian, Dela Cruz, Douglas, Miles, Villanueva