

CURRICULUM MAP

Social Studies

Month <u>Apr/May/June</u>	WEEK 1 Good Citizens	WEEK 2 Good Citizens	WEEK 3 Good Citizens	WEEK 4 Good Citizens	WEEK 5 Landforms
Concept (Standard)	Unit 5 Lesson 1 – People need Laws 1.4.1 Apply the traits of a good citizen by doing the following: <ul style="list-style-type: none"> • Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect • Recognizing the purpose of rules and practicing self-control • Working hard in school • Taking responsibility for one’s own actions • Valuing honesty and truthfulness in oneself and others • Participating in classroom decision making through voting 1.4.4 Explain the purpose of laws in the community and the	Unit 5 Lesson 2 Government and Leaders 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. 1.4.2 Recognize the symbols and traditional practices that honor and foster patriotism in the U.S. and Guam by doing the following: <ul style="list-style-type: none"> • Identifying the American flag, bald eagle, Washington Monument, Statue of Liberty, Guam seal, and Chief Quipuha statue • Demonstrate respect for the American and 	Unit 5 Lesson 3 – Citizens 1.4.1 Apply the traits of a good citizen by doing the following: <ul style="list-style-type: none"> • Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect • Recognizing the purpose of rules and practicing self-control • Working hard in school • Taking responsibility for one’s own actions • Valuing honesty and truthfulness in oneself and others • Participating in classroom decision making through voting 1.4.4 Explain the purpose of laws in the community and the consequences when laws are broken.	Unit 5 Lesson 4 & 5 – Heroes in Our Country- Symbols of Our Country 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. 1.4.3 Give examples that show the meaning of the following words: <ul style="list-style-type: none"> • Politeness • Achievement • Courage • Honesty • Reliability 1.4.5 Identify and discuss the various government officials whose decisions affect our lives.	1.3.1 Identify and locate cardinal direction, the north pole, the south pole, and the equator. 1.3.2 Define and give examples of continents, land forms, and oceans. 1.3.3 Construct a simple map of a familiar area using basic symbols in a map legend.

	<p>consequences when laws are broken.</p> <p>1.4.5 Identify and discuss the various government officials whose decisions affect our lives.</p>	<p>Guam flags by learning about the Pledge of Allegiance and Inifresi</p> <p>1.4.4 Explain the purpose of laws in the community and the consequences when laws are broken.</p> <p>1.4.5 Identify and discuss the various government officials whose decisions affect our lives.</p>			
<p>ELA Standards</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</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</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</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</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</p>

	<p>provided by pictures or other 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.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>1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>pictures or other 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.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>1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>pictures or other 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.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>1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>provided by pictures or other 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.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>1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>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.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>1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Assessment	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Question and Answer</p> <p>Discussion</p> <p>Worksheets</p> <p>Projects</p> <p>Homework</p> <p>Tests/Quizzes</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Question and Answer</p> <p>Discussion</p> <p>Worksheets</p> <p>Projects</p> <p>Homework</p> <p>Tests/Quizzes</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Question and Answer</p> <p>Discussion</p> <p>Worksheets</p> <p>Projects</p> <p>Homework</p> <p>Tests/Quizzes</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Question and Answer</p> <p>Discussion</p> <p>Worksheets</p> <p>Projects</p> <p>Homework</p> <p>Tests/Quizzes</p>	<p>Pre/Post Test</p> <p>Oral Presentation</p> <p>Question and Answer</p> <p>Discussion</p> <p>Worksheets</p> <p>Projects</p> <p>Homework</p> <p>Tests/Quizzes</p>

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.
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Subject: Social Studies
 Grade: 1st
 Quarter: 4th
 Teacher(s): Balajadia, Damian, Dela Cruz, Douglas, Miles, Villanueva