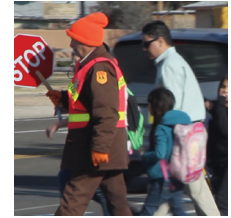


Unit 1 Civics

Sing and act out how to get along. Practice talking and listening with a partner. Play a game to find out why we have rules. Piece together puzzles about cooperation. Visit stations to learn about types of groups. Conduct an inquiry to explore ways that we can help others.



Unit Compelling Question: *How do we help others?*

Lesson	Objectives
1. How Do We Get Along in School?	Predict outcomes of behavior. Identify students' responsibilities to one another in the school community. Identify the benefits of four ways of cooperating in school. Explain what it means to play fairly and be a good sport.
2. Why Is It Important to Learn from Each Other?	Define what makes a family. Show that families are alike and different. Learn empathy and caring for others. Learn the many ways families do things together. Identify family traditions from a variety of cultures.
3. Why Do Schools Have Rules?	Identify the purpose and benefits of having rules at school. Compare rules at home with rules at school and laws in the community. Illustrate the consequences of following and breaking rules.
4. How Are We Good Helpers at School?	Predict outcomes of behavior. Identify students' responsibilities to one another in the school community. Identify the benefits of four ways of cooperating in school. Explain what it means to play fairly and be a good sport.
5. What Groups Do We Belong To?	Identify family, school, and community groups. Sort pictures according to specified criteria. Apply knowledge about groups to one's own life.

Unit 2 Economics

This family is in their neighborhood shopping. We can learn about economics from everyday activities with our family. We can also learn from neighbors and people who work in our schools. We can learn about economics in everyday life.



Unit Compelling Question: *What can a trip to the store teach us about economics?*

Lesson	Objectives
6. Who Works at Your School?	Make inferences about a person's job from video images. Give supporting evidence for inferences. Identify the contributions of service providers in the school.
7. What Do Families Need and Want?	Distinguish between needs as things we must have to live and wants as things it would be nice to have. Identify food, clothing, and shelter as needs each family has. Understand that people use money to buy goods and services in markets. Explore the choices people make when buying needs and wants. Describe jobs that people do to earn money to meet their needs and wants. Identify items a family might need and want while away from home.
8. How Do Family Members Care for Each Other?	Give examples of one's own family activities to relate new concepts to personal experience. Discuss ways to show caring within a family system by completing chores. Use reasoning skills to place steps for six different chores in chronological order.
9. What Do Good Neighbors Do?	Define the concepts of neighborhood and neighbors. Identify the types of behavior that characterize good neighbors. Evaluate behaviors and choose those that illustrate a way of being neighborly.

Unit 3 Geography

Use a compass rose and map to solve a puzzle. Go on a road trip to discover special places in the United States. Visit different places to learn how geography affects how people live. Watch videos about family traditions around the world and compare them to your own traditions. Conduct an inquiry to show different ways that you can show where you live.



Unit Compelling Question: *How can you show where you live?*

Lesson	Objectives
10. What Is a Map?	Identify characteristics of a neighborhood. Plan and create a model and a map of a neighborhood. Identify map symbols. Create a map key and use it to color code eight places in a neighborhood.
11. How Are Families Special?	Use physiographic and cultural clues to identify the places six families live. Name examples for three categories of family attributes (i.e., family roles, types of home, and types of activity). Compare and contrast communities in terms of their physical features, climate, and human activities.
12. Where Do Families Live?	Show how geography affects the way of life in different regions across the United States. Use the geographic inquiry process to analyze videos of various environments and explain how they affect peoples' lives. Identify cultural and environmental characteristics of a place. Explain how weather, climate, and other environmental characteristics affect people's lives. Identify facts and concepts associated with a supporting question.
13. What Are Family Traditions?	Compare and contrast one's own family traditions with the traditions of other families. Identify a tradition associated with a particular part of the world. Identify and discuss fun family traditions from all over the world. Learn how family traditions reflect local and regional cultures.

Unit 4 History

Analyze pictures of schools from long ago to discover ways that school was different from and the same as today. Study objects from the past and create timelines to learn what life was like for your family as kids. Conduct an inquiry to show how your school was different in the past.



Unit Compelling Question: *In what ways have schools and families changed over time?*

Lesson	Objectives
14. What Was School Like Long Ago?	Predict uses of pictured historical artifacts. Compare and contrast past and present school life, with an emphasis on schoolhouses, classrooms, classwork, and children's lives. Analyze primary source photographs to make inferences about school life long ago.
15. How Do Families Change over Time?	Identify three ways in which families change over time. Name responsibilities and activities that change as a child grows older. Identify at least two reasons for changes in family size. Compare old and new ways of doing work. Predict future changes in a family.