



## **Cultural Studies Curriculum Lower Elementary**

### **Civics and Government**

- 5.1.3.A Explain the purposes of rules, laws, and consequences.
- 5.1.3.B Explain rules and laws for the classroom, school, and community.
- 5.1.3.F Identify state symbols, national symbols, and national holidays
- 5.2.3.A Identify personal rights and responsibilities.
- 5.2.3.B Identify the sources of conflict and disagreement and different ways conflict can be resolved.
- 5.2.3.C Identify leadership and public service opportunities in the school, community, state, and nation.
- 5.2.3.D Describe how citizens participate in school and community activities.
- 5.3.3.D Identify positions of authority at school and community.
- 5.3.3.E Explain the purpose for Elections.
- 5.3.3.F Explain how an action may be just or unjust.
- 5.3.3.G Identify individual interests and explain ways to influence others.
- 5.4.3.E Explain compromise as a conflict resolution strategy

### Expectations for Students

- Identify personal rights and responsibilities.
- Identify individual interests and ways to influence others.
- learning how to vote
- participating in student council elections/choosing lower elementary representatives
- study President's Day/learn about our presidents
- Flags of the world

### **Economics**

- 6.5.2.A Explain how money earned by individuals is used to meet needs and wants.

### Expectations for Students

- Identify the fundamental needs of people (shelter, clothing, food)
- Identify the fundamental needs of people (transportation and defense)
- Identify the fundamental needs of people (spiritual needs)
- Natural resources

## **Geography**

7.4.3.A Identify the effect of the physical systems on people within a community.

7.4.3.B Identify the effect of people on the physical systems within a community

7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.

7.1.3.B Identify and locate places and regions as defined by physical and human features.

7.3.3.A Identify the human characteristics of places and regions using the following criteria

- Population
- Culture
- Settlement

7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.

7.1.3.B Identify and locate places and regions as defined by physical and human features.

### Expectations for Students

- Identify geographic tools and their uses. Identify and locate places and regions.
- Identify geographic tools and their uses. Identify historical research. Identify similarities and differences in world religions.
- Identify the human characteristics of places and regions by their population characteristics. Identify the human characteristics of places and regions by their cultural characteristics. Identify the human characteristics of place and regions by their settlement characteristics.
- Read compass rose
- Identify cardinal directions
- Produce a country research report
- Identify continents and oceans
- DEfine and identify land and water forms
- Locate and identify major lines of longitude and latitude
- Identify and locate hemispheres
- Identify continents and match countries with their names
- Match capitals and flags to countries using a map

## History

8.1.3.A Identify the difference between past, present and future using timelines and/or other graphic representations.

8.1.3.C Conduct teacher guided inquiry on assigned topics using specified historical sources.

8.3.3.B Identify and describe historical documents, artifacts, and places critical to United States history

8.3.3.C Identify and describe how continuity and change have impacted U.S. history

- Belief Systems and Religions
- Technology
- Physical and human geography
- Social organizations

8.3.3.D Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.4.3.A Identify the elements of culture and ethnicity.

8.4.3.B Identify the importance of artifacts and sites to different cultures and ethnicities.

8.4.3.C Compare and contrast selected world cultures.

### Expectations for Students

- Identify the human characteristics of places and regions
- Identify historical research.
- Recognize the importance of individuals who have made a difference in the United States.
- Identify conflict and impacting United States history.
- Identify United States symbols and political holidays.
- Recognize the importance of individuals who have made a difference in the United States.
- Identify conflict and impacting United States history.
- Identify continuity and change in the history of the United States

## Activities and Experiences

### Introductory lessons

- Creation Story
- Clock of Eras
- Key lessons on the Timeline of Life
- Measurement of Time
- personal timeline
- Parts of the days of the week, months of the year
- B.C.E./C.E timeline
- Fundamental Needs of People
- How all needs are met in a particular civilization
- Great inventions and contributions to history

The study and research of great women and men

History of a particular country

Map reading

Atlas and almanac work

Make a Map

Flag making and research

## Materials and Resources

Internet Resources

Matching card work

Charts

Trade Books

Three part cards

Wooden landforms

Reference Books

Biome maps

Compass

Pin maps

Puzzle maps

Timelines

## Assessments

Cooperative Group Activity

Self-directed Activity

Performance Activity

Teacher Observation

## FIRST GRADE

Civics and Government	Economics	Geography	History
<p><b>First Marking Period:</b></p> <p>-learning how to vote</p> <p>-participating in student council elections/choosing lower elementary representatives</p>	<p><b>First Marking Period:</b></p>	<p><b>First Marking Period:</b></p> <p>-compass rose</p> <p>-cardinal directions</p> <p>-country research report</p>	<p><b>First Marking Period:</b></p> <p>-creation story</p>
<p><b>Second Marking Period:</b></p>	<p><b>Second Marking Period:</b></p> <p>-fundamental needs of people (shelter, clothing, food)</p>	<p><b>Second Marking Period:</b></p> <p>-continent location studies</p>	<p><b>Second Marking Period:</b></p> <p>-timeline of life</p>
<p><b>Third Marking Period:</b></p> <p>-study President's Day/learn about our presidents</p>	<p><b>Third Marking Period:</b></p>	<p><b>Third Marking Period:</b></p> <p>-biome studies</p>	<p><b>Third Marking Period:</b></p> <p>-history of language</p> <p>-history of writing</p>
<p><b>Fourth Marking Period:</b></p>	<p><b>Fourth Marking Period:</b></p>	<p><b>Fourth Marking Period:</b></p> <p>-land and water forms</p>	<p><b>Fourth Marking Period:</b></p> <p>-history of numbers</p>

## SECOND GRADE

Civics and Government	Economics	Geography	History
<p><b>First Marking Period:</b></p> <p>-learning how to vote</p> <p>-participating in student council elections/choosing lower elementary representatives</p>	<p><b>First Marking Period:</b></p>	<p><b>First Marking Period:</b></p> <p>-country research reports</p> <p>-major lines of longitude and latitude</p> <p>-hemispheres</p>	<p><b>First Marking Period:</b></p> <p>-creation story</p> <p>-BC/AD timeline</p>
<p><b>Second Marking Period:</b></p>	<p><b>Second Marking Period:</b></p> <p>-fundamental needs of people (transportation and defense)</p>	<p><b>Second Marking Period:</b></p> <p>-continent studies with country names</p>	<p><b>Second Marking Period:</b></p> <p>-timeline of life</p>
<p><b>Third Marking Period:</b></p> <p>-study President's Day/learn about our presidents</p>	<p><b>Third Marking Period:</b></p>	<p><b>Third Marking Period:</b></p> <p>-biome studies with plants and animals</p>	<p><b>Third Marking Period:</b></p> <p>-history of language</p> <p>-history of writing</p>
<p><b>Fourth Marking Period:</b></p>	<p><b>Fourth Marking Period:</b></p>	<p><b>Fourth Marking Period:</b></p> <p>-land and water forms</p>	<p><b>Fourth Marking Period:</b></p> <p>-history of numbers</p>

## THIRD GRADE

Civics and Government	Economics	Geography	History
<p><b>First Marking Period:</b></p> <p>-learning how to vote</p> <p>-participating in student council elections/choosing lower elementary representatives</p>	<p><b>First Marking Period:</b></p>	<p><b>First Marking Period:</b></p> <p>-country research reports</p>	<p><b>First Marking Period:</b></p> <p>-creation story</p> <p>-subdivisions of a year</p>
<p><b>Second Marking Period:</b></p>	<p><b>Second Marking Period:</b></p> <p>-fundamental needs of people (spiritual needs)</p>	<p><b>Second Marking Period:</b></p> <p>-continent studies</p> <p>-capitals and flags</p>	<p><b>Second Marking Period</b></p> <p>-timeline of life</p>
<p><b>Third Marking Period:</b></p> <p>-study President's Day/learn about our presidents</p>	<p><b>Third Marking Period:</b></p>	<p><b>Third Marking Period:</b></p> <p>-biome studies with research</p>	<p><b>Third Marking Period:</b></p> <p>-history of language</p> <p>-history of writing</p>
<p><b>Fourth Marking Period:</b></p>	<p><b>Fourth Marking Period:</b></p>	<p><b>Fourth Marking Period:</b></p> <p>-land and water forms</p>	<p><b>Fourth Marking Period:</b></p> <p>-history of numbers</p>