

Grade 1

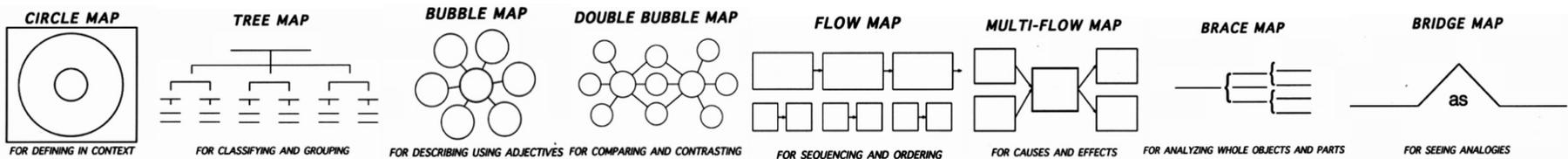
Introduction to History and Social Science: Focus on the Commonwealth of Virginia

The standards for first-grade students include an introduction to the lives of leaders in the history of Virginia and their contributions to the Commonwealth. Students should develop basic map skills. They should study the economic concepts of goods and services, consumers and producers, and making economic choices. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia have local governments. They should learn that communities include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Skills

- 1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- using artifacts and primary and secondary sources to develop an understanding of Virginia history;
 - using basic map skills to support an understanding of Virginia history;
 - using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;
 - asking appropriate questions to solve a problem;
 - comparing and contrasting people, places, or events in Virginia history;
 - recognizing direct cause-and-effect relationships;
 - making connections between past and present;
 - using a decision-making model to make informed decisions;
 - practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Thinking Map Images for Copying and Pasting



	Essential Knowledge	Essential Understandings	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
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Citizenship

1.10 The student will apply the traits of a good citizen by:

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect
- b) recognizing the purpose of rules and practicing self-control
- c) working hard in school
- d) taking responsibility for one's own actions
- e) valuing honesty and truthfulness in oneself and others
- f) participating in classroom decision making through voting.

1.10 Good citizens show a variety of positive traits.

1.10 Good citizens show respect to others even when they disagree.

1.10 Rules are made so that everyone is treated fairly.

1.10 Good citizens help make decisions in their classrooms by voting when the chance is provided.

1.1d Asking a variety of questions takes learning further and deepens our understanding.

1.1d Asking questions involves making observations about the world and framing them as inquiries to solve a problem.

1.1f A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).

1.1f Identifying cause-and-effect relationships helps us understand specific events in Virginia history.

1.1f Cause-and-effect relationships can be observed in school, community, and state history.

Students can demonstrate good citizenship by: playing fairly, exhibiting good sportsmanship, helping others, treating others with respect, recognizing the purpose of rules, 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.
Reasons for rules: to protect rights of people, to suggest good behavior, to keep people safe
Reasons for voting: to voice your self-interest, to take part in the process

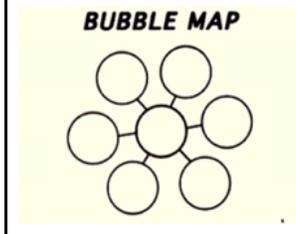
1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:

- d) asking appropriate questions to solve a problem
- f) recognizing direct cause-and-effect relationships
- h) using a decision-making model to make informed decisions

Ideas from framework:

- Create a classroom chart of good citizenship rules to follow during classroom activities.
- Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule.
- Identify the importance of classroom chores and determine a fair way to distribute responsibilities.
- After discussing the traits of a good citizen, have the students decide the costs and benefits of choosing to volunteer at school or in the community.
- Discuss how the traits of a good citizen affect classroom activities.

<https://jr.brainpop.com/search/?keyword=Citizenship> (requires a paid subscription)



American Symbols

1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.

1.11 Patriotic symbols and traditions honor the people and the history of the United States.

1.11 The Pledge of Allegiance is said in recognition of the heritage of the United States of America.

1.1a Using artifacts and primary and secondary sources includes making observations and connections, asking questions, and reflecting.

1.1a An artifact is an object or tool that reveals the past.

1.1a A primary source is an artifact, document, image, or other source of information that was created at the time under study.

1.1a A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

1.1i Good citizens: collaborate to achieve shared goals, compromise to reach an agreement, participate in classroom activities to demonstrate respect for rules.

1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) using artifacts and primary and secondary sources to develop an understanding of Virginia history

i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities

j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources

Terms to know

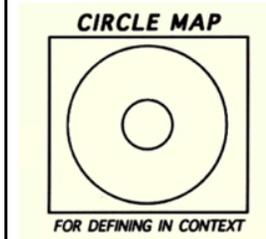
- American flag: A patriotic symbol of flag representing the United States
- Pledge of Allegiance: A patriotic tradition that honors the people and the history of the United States.

Citizens say the Pledge of Allegiance

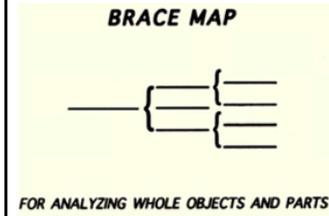
Ideas from framework:

- Discuss the meaning of the Pledge of Allegiance. Create a short video of reciting the Pledge to demonstrate respect for the American flag and the United States

Define characteristics of the American flag



Parts of the American flag:



Patriotic symbols video:

<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

(free resource)

	<p>1.1i People throughout Virginia’s history have collaborated and compromised to achieve common goals and be successful as good citizens.</p> <p>1.1j Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about Virginia history.</p> <p>1.1j Comprehending content vocabulary involves using and interacting with a variety of sources.</p>	<p>to demonstrate respect for the American flag and the United States.</p>	<p>American flag facts and craft: https://www.teacherspayteachers.com/Product/American-Flag-Fun-Facts-and-Craft-324489 (free resource)</p> <p>American flag Smart Exchange Notebook: http://exchange.smarttech.com/details.html?id=b91635a7-3fa4-4b7d-a24c-fc3228c9279d (free image)</p> <p>Printable American flag book: https://dbsenk.files.wordpress.com/2011/09/american_flag_book.pdf (free resource)</p> <p>Printable Pledge of Allegiance book: https://dbsenk.files.wordpress.com/2011/09/pledge-book.pdf (free resource)</p> <p>Pledge of Allegiance cut and paste: https://www.teacherspayteachers.com/Product/The-Pledge-of-Allegiance-Cut-and-Paste-324222 (free resource)</p>
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				<p>Define the meaning of the words in the Pledge of Allegiance: http://www.getipm.com/personal/redirect-skelton.htm</p> <p>I Pledge Allegiance- Bill Martin Jr.</p>
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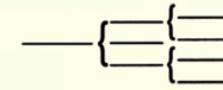
<p>Mapskills</p> <p>1.5 The student will develop map skills by</p> <p>a) recognizing basic map symbols, including references to land, water, cities, and roads;</p> <p>b) using cardinal directions on maps;</p> <p>c) identifying the shapes of the United States and Virginia on maps and globes;</p> <p>d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map;</p> <p>e) constructing simple maps, including a title, map legend, and compass rose.</p> <p>1.1 The student will demonstrate skills for</p>	<p>1.5 Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</p> <p>1.5 The United States and Virginia can be identified by their shapes on maps and globes.</p> <p>1.5 The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols</p> <p>1.1b Maps help develop an awareness of where places are located in Virginia.</p> <p>1.1b Maps use directionality and symbols to identify or indicate a location.</p> <p>1.1b Geographic information obtained from maps supports an understanding of Virginia history.</p> <p>1.1b Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> - Map: A drawing that shows what places look like from above and where they are located - Globe: A round model of the Earth - Symbol: A picture or thing that stands for something else - Cardinal directions: The directions of north, east, south, and west - Title: The name or kind of a map - Map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for - Compass rose: A symbol that shows direction (north, east, south, and west) on a map <p>Symbols to identify on a map:</p> <ul style="list-style-type: none"> - Land - Water - Cities - Roads <p>The terms north, east, south, and west are used to determine location on simple maps.</p>	<p>Ideas from framework:</p> <p>Viewing Maps of Virginia:</p> <ul style="list-style-type: none"> - Make simple observations about what the symbols represent. - Identify landforms such as mountains. - Identify the Atlantic Ocean. - Identify water features on a map. - Use cardinal direction to describe how people traveled from one place to another. <p>Constructing Maps:</p> <ul style="list-style-type: none"> - Create a simple drawing of the classroom school or community. - Create/label a simple map of Virginia to show the location of Washington, D.C. and Richmond. <p>Create a brace map to breakdown the various components of a map.</p>
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historical thinking,
geographical analysis,
economic decision making,
and responsible citizenship
by b) using basic map skills
to support an understanding
of Virginia history;

Virginia and the United States may be
located by their shapes on maps and
globes.

The capital cities of Washington, D.C.,
and Richmond, Virginia, may be
located by using symbols on a United
States map.

BRACE MAP



FOR ANALYZING WHOLE OBJECTS AND PARTS

Introduction to maps

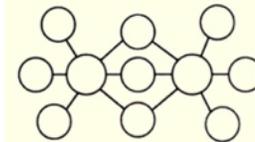
(Brainpopjr.com)

<https://jr.brainpop.com/socialstudies/geography/readingmaps/preview.weml>

(paid resource)

Compare and contrast Maps and
Globes

DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

Map Creation projects

Examples:

<https://www.teacherspayteachers.com/Product/Map-Project-Rubric-1498644>

(free resource- sample rubric)

Labeling activity/quiz

<https://www.teacherspayteachers.c>

[om/Product/Find-US-Virginia-DC-and-Richmond-VA-SOL-14-Maps-1015105](http://www.candohelperpage.com/Product/Find-US-Virginia-DC-and-Richmond-VA-SOL-14-Maps-1015105)

(free labeling resource)

Can You Follow A Map?- Rozanna Lanczak Williams

Follow That Map! A First Book of Mapping Skills- Scot Ritchie

Looking At Maps And Globes- Carmen Bredeson

Map Keys- Rebecca Olien

Mapping Penny's World by Loreen Leedy

North, South, East, and West- Allan Fowler

There's A Map On My Lap! All About Maps- Tish Rabe

Types of Maps- Mary Dodson Wade

We Need Directions- Sarah DeCapua

Various Mapping online activities
<http://www.candohelperpage.com/>

[mapping_skills_1.html](#)

PBS Kids online mapping activity
<http://pbskids.org/arthur/games/gogorgego/gogorgego.html>

Citizenship Unit

Cognitive Level	Stem	Do (verb)	Know (content)	Understandings
apply	1.10 a	demonstrate	Good citizenship by: playing fairly, exhibiting good sportsmanship, helping others, treating others with respect	<ul style="list-style-type: none"> ● Good citizens show a variety of positive traits. ● Good citizens show respect to others even when they disagree. ● Rules are made so that everyone is treated fairly. ● Good citizens help make decisions in their classrooms by voting when the chance is provided.
understand	1.10 b	recognize	Purpose of rules/reasons for rules: to protect rights of people, to suggest good behavior, to keep people safe	
apply		practice	self-control	
apply	1.10 c	work	hard in school	
analyze	1.10 d	take	responsibility for one's own actions	
evaluating	1.10 e	value	honesty and truthfulness in themselves and others	
apply	1.10 f	participate	<p>in classroom decision making through voting</p> <p><i>Reasons for voting:</i> to voice your self-interest, to take part in the process</p>	

create	1.1 d	ask	appropriate questions to solve a problem	<ul style="list-style-type: none"> ● Asking a variety of questions takes learning further and deepens our understanding. ● Asking questions involves making observations about the world and framing them as inquiries to solve a problem
analyze	1.1 f	recognize	direct cause-and-effect relationships	<ul style="list-style-type: none"> ● A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). ● Identifying cause-and-effect relationships helps us understand specific events in Virginia history. ● Cause-and-effect relationships can be observed in school, community, and state history.
analyze	1.1 h	use	decision-making model to make informed decisions	<ul style="list-style-type: none"> ● Choices involve getting more of one thing by giving up something else. ● All decisions involve costs and benefits. ● A cost is what you give up when you decide to do something. ● A benefit is what satisfies your wants. ● Students make better choices when they consider the costs and benefits of their decisions.
apply	1.1 i	practice	good citizenship skills and respect for rules and laws	<p>Good citizens:</p> <ul style="list-style-type: none"> ● Collaborate to achieve shared goals. ● Compromise to reach an agreement. ● Participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and be successful as good citizens.</p>
		collaborate		
		compromise		
		participate		

American Symbols Unit

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
remember	1.11	recognize	symbols and traditional practices that honor and foster patriotism in the United States <ul style="list-style-type: none"> ● American flag: A patriotic symbol of the United States ● Pledge of Allegiance: A patriotic tradition that honors the people and the history of the United States. 	<ul style="list-style-type: none"> ● Patriotic symbols and traditions honor the people and the history of the United States. ● The Pledge of Allegiance is said in recognition of the heritage of the United States of America.
apply		demonstrate	respect for the American flag by learning the Pledge of Allegiance <ul style="list-style-type: none"> ● Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States 	
analyze	1.1a	make observations	using artifacts, primary, and secondary sources	<ul style="list-style-type: none"> ● An artifact is an object or tool that reveals the past. ● A primary source is an artifact, document, image, or other source of information that was created at the time under study. ● A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.
create		make connections		
analyze		ask questions		
evaluate		reflect		
apply	1.1 i	practice	good citizenship skills and respect for rules and laws	Good citizens: <ul style="list-style-type: none"> ● Collaborate to achieve shared goals.

		collaborate	in classroom activities	<ul style="list-style-type: none"> ● Compromise to reach an agreement. ● Participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and be successful as good citizens.</p>
		compromise		
		participate		
apply	1.1j	develop	Fluency in content vocabulary	<ul style="list-style-type: none"> ● Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about Virginia history. ● Comprehending content vocabulary involves using and interacting with a variety of sources.
			Comprehension of oral, written, and visual sources	

Mapping Unit

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
remember	1.5	know	<ul style="list-style-type: none"> ● Map ● Globe ● Symbol ● Cardinal directions ● Title ● Map legend ● Compass rose 	<ul style="list-style-type: none"> ● Symbols and cardinal directions are used to determine where objects and places are located on maps and globes. ● The United States and Virginia can be identified by their shapes on maps and globes. ● The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.
remember	1.5 a	recognize/identify	basic map symbols <ul style="list-style-type: none"> ● references to land, water, cities, and roads 	

apply	1.5 b	use	cardinal directions on maps <ul style="list-style-type: none"> ● North ● East ● South ● West 	
remember	1.5 c	identify	the shapes of the United States and Virginia on maps and globes	
apply	1.5 d	locate	Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map	
create	1.5 e	construct	simple maps, including a title, map legend, and compass rose	
apply	1.1b	use	basic map skills to support an understanding of Virginia history	<ul style="list-style-type: none"> ● Maps help develop an awareness of where places are located in Virginia. ● Maps use directionality and symbols to identify or indicate a location. ● Geographic information obtained from maps supports an understanding of Virginia history. ● Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.

	Essential Knowledge	Essential Understandings	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
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Q 2	<p>Virginia Geography</p> <p>1.6 The student will develop a geographic understanding that develop a geographic understanding that</p> <ul style="list-style-type: none"> a) the location of Virginia determines its climate and results in four distinct seasons b) the landforms of Virginia affect the places people live. <p>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> b) using basic map skills to support an understanding of Virginia history; c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history 	<p>1.6 Virginia is located on the southeastern coast of the United States.</p> <p>1.6 Landforms of Virginia include hills, mountains, valleys and the coastal plain.</p> <p>1.1b Maps help develop an awareness of where places are located in Virginia.</p> <p>1.1b Maps use directionality and symbols to identify or indicate a location.</p> <p>1.1b Geographic information obtained from maps supports an understanding of Virginia history.</p> <p>1.1b Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.</p> <p>1.1c Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</p> <p>1.1d Asking a variety of questions takes learning further and</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> - Climate: The kinds of weather an area has over a long period of time. - Physical surroundings: Land and bodies of water. - Season: Any one of the four phases of the year: spring, summer, fall, or winter. - Location: The place where a particular point or object exists on the surface of the Earth. - Landform: A shape or feature of the Earth's surface. <p>The climate of Virginia is mild.</p> <p>Virginia has four distinct seasons that include spring, summer, fall, and winter.</p> <p>Landforms affect where people build houses and communities:</p> <ul style="list-style-type: none"> - Ocean - River - Mountains - Peninsula - Valley - Plateau 	<p>Ideas from framework:</p> <p>Viewing Maps of Virginia:</p> <ul style="list-style-type: none"> - Make simple observations about what the symbols represent. - Identify landforms such as mountains. - Identify the Atlantic Ocean. - Identify water features on a map. - Use cardinal direction to describe how people traveled from one place to another. <p>Constructing Maps:</p> <ul style="list-style-type: none"> - Create a simple drawing of the classroom school or community. - Create/label a simple map of Virginia to show the location of Washington, D.C. and Richmond. - Use a simple bar graph of seasonal temperatures to determine how the time of year affected the way people in Virginia met their basic wants.
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d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map

f) recognizing direct cause-and-effect relationships

deepens our understanding.

1.1d Asking questions involves making observations about the world and framing them as inquiries to solve a problem.

1.1f A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).

1.1f Identifying cause-and-effect relationships helps us understand specific events in Virginia history.

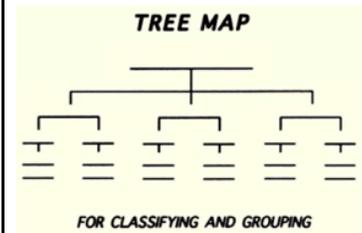
1.1f Cause-and-effect relationships can be observed in school, community, and state history.

These were chosen from the 4th grade Virginia Studies content to help narrow our focus.

Location, climate, and physical surroundings affect the way people in Virginia meet their basic needs.

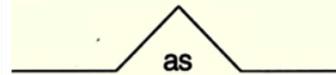
- Use images of different locations in Virginia to generate questions about those pictures.
- Use information about the location, climate, and physical surroundings of Virginia to discuss how each of these affect the way people meet basic wants such as the foods they eat, the clothing they wear, and the kinds of houses they build.

Online resource:
<https://www.virginia.gov/>



*tree map of four seasons and landforms

BRIDGE MAP



FOR SEEING ANALOGIES

*bridge map of terms and pictures

Landforms Foldable:

<https://www.teacherspayteachers.com/Product/Landforms-Foldable-Freebie-683253>

(free resource)

Appalachian Mountains by Jan Mader

Chesapeake Bay by Kelly Bennett

Living In The Forest by Donna Loughran

Living In The Mountains by Allan Fowler

Living Near A River by Allan Fowler

Living Near The Sea by Allan Fowler

State Shapes : Virginia by Erik Bruun

Virginia (Rookie Read About

Geography)by Jan Mader

Video on Landforms:

<https://www.youtube.com/watch?v=LwNfvyCXh1k>

(free resource)

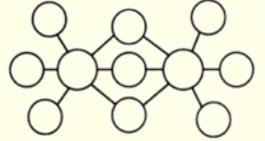
Video on Climate Vs. Weather:

<https://www.youtube.com/watch?v=YbAWny7FV3w>

(free resource)

<p>Q 2</p>	<p>Virginia Symbols</p> <p>1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by</p> <ul style="list-style-type: none"> a. identifying the Virginia flag, state capitol building, state bird, and state flower b. describing why people have symbols and traditions. <p>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources 	<p>1.12 Patriotic symbols and traditions honor the people and the history of Virginia.</p> <p>1.1c Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</p> <p>1.1j Comprehending content vocabulary involves using and interacting with a variety of sources.</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> - Symbol: A picture or thing that stands for something else. - Tradition: A custom or belief that happens over a long period of time. - Patriotic: Showing respect for and love of country and state <p>Patriotic symbols of the Commonwealth of Virginia:</p> <ul style="list-style-type: none"> - Virginia flag - State capitol building located in Richmond - Cardinal - the state bird - Dogwood - the state flower <p>People use patriotic symbols and traditions to honor the people and the history of Virginia.</p> <p>A tradition is a way of doing things that can be passed down from adults to children.</p>	<p>Ideas from framework:</p> <ul style="list-style-type: none"> - Create a chart of Virginia symbols that includes the Virginia flag, the state capitol building, the state bird, and the state flower. Conduct a survey to see which symbol students find most meaningful. Graph the results of the survey. - Label images of patriotic symbols such as the Virginia flag, the state capitol building, the state bird, and the state flower to show patriotism and respect for the state. <p>State Symbols Review Game: http://www.learninggamesforkids.com/us_state_games/virginia/which_symbols.html</p> <p>Teacher Reference Source: http://www.enchantedlearning.com/usa/states/virginia/</p> <p>Teacher Reference Source: http://www.statesymbolsusa.org/states/united-states/virginia</p> <p>Blackline Printables: https://www.teacherspayteachers.com/Product/Virginia-State-Symbols-Notebook-1835489 (fee for this</p>
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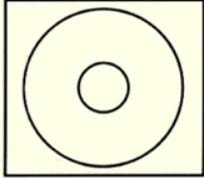
				<p>resource)</p> <p>https://www.teacherspayteachers.com/Product/Me-on-the-Map-Virginia-1310266 (fee for this resource)</p> <p>https://www.teacherspayteachers.com/Product/Virginia-State-Study-Booklet-Virginia-Facts-and-Information-2546536 (fee for this resource)</p> <p>http://www.kidzone.ws/geography/usa/</p> <p>Printables: http://mrnussbaum.com/united-states/virginia/</p> <p><i>My First Book about Virginia! (The Virginia Experience) by Carole Marsh</i></p> <p><i>O Is For Old Dominion</i> by Pamela Duncan Edwards</p> <p>*Teachers need to pick and choose from the book.</p> <p><i>State Shapes : Virginia</i> by Erik Bruun</p> <p>*Teachers are encouraged to reach out to the 4th grade teachers at their school for further resources.</p>
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<p>Q 2</p>	<p>Civics</p> <p>1.13 The student will understand that the people of Virginia</p> <ul style="list-style-type: none"> a. have state and local government officials who are elected by voters b. make contributions to their communities c. include people who have diverse ethnic origins, customs, and traditions <p>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> e) comparing and contrasting people, places, or events in Virginia history h) using a decision-making model to make informed decisions 	<p>1.13 Communities in Virginia have state and local governments officials who are elected by voters.</p> <p>1.13 The people of Virginia contribute to their community by practicing the responsibilities of good citizens.</p> <p>1.13 The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.</p> <p>1.1e Comparing and contrasting examine similarities and differences among people, places, or events.</p> <p>1.1e Communities in Virginia have different physical and cultural characteristics.</p> <p>1.1h Choices involve getting more of one thing by giving up something else.</p> <p>1.1h All decisions involve costs and benefits.</p>	<p>Voters in Virginia elect officials to make decisions for them in the state and local governments.</p> <p>People contribute to their community by practicing the responsibilities of good citizenship and volunteer to make communities better.</p> <p>Many Virginians make valuable contributions to their communities.</p> <p>Communities in Virginia include people of many ethnic origins who come from different places around the world.</p> <p>People celebrate American holidays and traditions in addition to their own cultural holidays and traditions.</p> <p>People in our communities are united as Americans by common principles and traditions, such as: celebrating Independence Day (Fourth of July), pledging allegiance to the flag.</p>	<p>Helping Your Child Become A Responsible Citizen- U.S. Dept of Education: https://educators.brainpop.com/bp-jr-topic/local-and-state-governments/ (local & state government resources)</p> <p>DOUBLE BUBBLE MAP</p>  <p><i>FOR COMPARING AND CONTRASTING</i></p> <p>*double bubble on state & local governments</p> <p>Berenstein Bears Election Video: https://www.youtube.com/watch?v=u2bnqAskqgI</p> <p>Voting video: https://www.youtube.com/watch?v=vVTvxIXg4j0 (Daniel Tiger)</p> <p>Remind students that voting is part of being a good citizen and that they make a decision to chose local, state, and national leaders.</p>
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1.1h A cost is what you give up when you decide to do something.

1.1h A benefit is what satisfies your wants.

1.1h Students make better choices when they consider the costs and benefits of their decisions.

Q 2	<p>Famous Modern Virginians</p> <p>1.3 d,e The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth</p> <p style="padding-left: 40px;">d) Maggie L. Walker e) Arthur R. Ashe, Jr.</p> <p>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p style="padding-left: 40px;">b) using basic map skills to support an understanding of Virginia history;</p> <p style="padding-left: 40px;">d) asking appropriate questions to solve a problem</p> <p style="padding-left: 40px;">e) comparing and contrasting people, places, or events in Virginia history</p> <p style="padding-left: 40px;">j) developing fluency in content vocabulary and</p>	<p>1.3 Important contributions were made by influential people in Virginia history.</p> <p>1.1b Maps help develop an awareness of where places are located in Virginia.</p> <p>1.1b Maps use directionality and symbols to identify or indicate a location.</p> <p>1.1b Geographic information obtained from maps supports an understanding of Virginia history.</p> <p>1.1b Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.</p> <p>1.1d Asking a variety of questions takes learning further and deepens our understanding.</p> <p>1.1d Asking questions involves making observations about the world and framing them as inquiries to solve a problem.</p> <p>1.1e Comparing and contrasting examine similarities and differences among people, places, or events.</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> - Contribution: The act of giving or doing something. <p>Maggie L. Walker: She was the first African American woman in the United States to establish a bank and become a bank president.</p> <p>Arthur R. Ashe, Jr.: He was the first African American winner of a major men’s tennis singles championship. He was a leader for civil rights and worked for equality for all people.</p>	<p>Ideas from framework:</p> <ul style="list-style-type: none"> - Create/label a simple map of Virginia to show where selected Virginians lived - Ask a variety of questions before and after reading about influential people or an event in the history of Virginia. - Create a class Venn diagram to compare the lives of famous Virginians. - Place pictures of the influential Virginians studied and where they lived on a map of Virginia. <div data-bbox="1499 899 1761 1138" style="text-align: center;">  <p>CIRCLE MAP</p> <p>FOR DEFINING IN CONTEXT</p> </div> <p>Teacher Information Resource: https://www.teacherspayteachers.com/Product/Influential-People-Interactive-Notebook-BUNDLE-Maggie-L-Walker-Pocahontas-etc-3174132 (fee for resource)</p>
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comprehension of oral, written, and visual sources

1.1e Communities in Virginia have different physical and cultural characteristics.

1.1j Comprehending content vocabulary involves using and interacting with a variety of sources.

<http://www.biography.com/people/maggie-lena-walker-9522099>

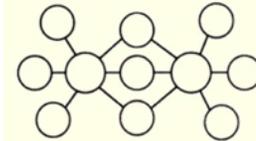
Arthur Ashe: Tennis Star & Activist
by Carol Marsh

Maggie Lena Walker: First Female Bank President by Carol Marsh

*Traveling trunk that can be checked out on Maggie L Walker
<https://www.nps.gov/mawa/learn/education/classrooms/travelingtrunks.htm>

Young Arthur Ashe: Brave Champion (A Troll First-Start Biography)- Robin Dexter

DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

compare

Walker & Ashe with both a double bubble and Venn Diagram

Arthur Ashe Learning Center:

<http://www.arthurashe.org/for-kids.html> (teacher information)

				<p>http://www.notablebiographies.com/An-Ba/Ashe-Arthur.html (teacher information)</p> <p>Maggie Walker on TPT: https://www.teacherspayteachers.com/Product/Meet-Maggie-Walker-2643471</p> <p>https://www.teacherspayteachers.com/Product/Maggie-Walker-2578904</p> <p>https://www.teacherspayteachers.com/Product/Maggie-Walker-Biography-Book-and-Review-Comprehension-Sheet-2728283</p> <p>Book about Maggie Walker on TPT: https://www.teacherspayteachers.com/Product/Maggie-Lena-Walker-First-Female-Bank-President-2324309</p> <p>Arthur Ashe on TPT: https://www.teacherspayteachers.com/Product/Meet-Arthur-Ashe-2693378</p> <p>https://www.teacherspayteachers.com</p>
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				<p>m/Product/Arthur-Ashe-Biography-Book-and-Review-Comprehension-Sheet-2728310</p> <p>Book about Arthur Ashe on TPT: https://www.teacherspayteachers.com/Product/Arthur-Ashe-Tennis-Star-Activist-2324314</p> <p>Comparing Maggie Walker & Arthur Ashe on TPT: https://www.teacherspayteachers.com/Product/Maggie-Walker-and-Arthur-Ashe-Bundle-2782468</p>
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Virginia Geography Unit

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
understand	1.6 a	understand	the location of Virginia determines its climate and results in four distinct seasons	<ul style="list-style-type: none"> ● Virginia is located on the southeastern coast of the United States. ● Landforms of Virginia include hills, mountains, valleys and the coastal plain.
understand	1.6 b	understand	the landforms of Virginia affect the places people live	
apply	1.1b	use	basic map skills to support an understanding of Virginia history	<ul style="list-style-type: none"> ● Maps help develop an awareness of where places are located in Virginia. ● Maps use directionality and symbols to identify or indicate a location. ● Geographic information obtained from maps supports an understanding of Virginia history. ● Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.
apply	1.1 c	Use	Graphs, diagram, and pictures to determine characteristics of people, places, or events to support understanding of Virginia history	Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.
create		create		
create	1.1 d	ask	appropriate questions to solve a problem	<ul style="list-style-type: none"> ● Asking a variety of questions takes learning further and deepens our understanding. ● Asking questions involves making observations about the world and framing them as inquiries to solve a problem

analyze	1.1 f	recognize	direct cause-and-effect relationships	<ul style="list-style-type: none"> ● A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). ● Identifying cause-and-effect relationships helps us understand specific events in Virginia history. ● Cause-and-effect relationships can be observed in school, community, and state history.
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Virginia Symbols Unit

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
remember	1.12	recognize	the symbols and traditional practices that honor the Commonwealth of Virginia	<ul style="list-style-type: none"> ● Patriotic symbols and traditions honor the people and the history of Virginia
remember	1.12 a	identify	<ul style="list-style-type: none"> ● Virginia flag ● State capitol building located in Richmond ● Cardinal - the state bird ● Dogwood - the state flower 	
understand	1.12 b	describe	why people have symbols and traditions	
apply	1.1c	Use	Graphs, diagram, and pictures to determine characteristics of people, places, or events to support understanding of Virginia history	Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.
create		create		
apply	1.1 j	develop	Fluency in content vocabulary	<ul style="list-style-type: none"> ● Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about Virginia history. ● Comprehending content vocabulary involves using and interacting with a variety of sources.

Comprehension of oral, written, and visual sources

Civics Unit

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
understand	1.13 a	understand	the people of Virginia have state and local government officials who are elected by voters	<ul style="list-style-type: none"> ● Communities in Virginia have state and local government officials who are elected by voters. ● The people of Virginia contribute to their community by practicing the responsibilities of good citizens. ● The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.
understand	1.13 b	understand	the people of Virginia make contributions to their communities	
understand	1.13 c	understand	the people of Virginia include people who have diverse ethnic origins, customs, and traditions, who are united as Americans by common principles.	
analyze	1.1 e	compare	people, places, or events in Virginia history	<ul style="list-style-type: none"> ● Comparing and contrasting examine similarities and differences among people, places, or events. ● Communities in Virginia have different physical and cultural characteristics.
		contrast		
analyze	1.1 h	use	decision-making model to make informed decisions	<ul style="list-style-type: none"> ● Choices involve getting more of one thing by giving up something else. ● All decisions involve costs and benefits. ● A cost is what you give up when you decide to do something. ● A benefit is what satisfies your wants. ● Students make better choices when they consider the costs and benefits of their decisions.

Famous Modern Virgians Unit

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
remember	1.3 d	describe	the stories of influential people in the history of Virginia and their contributions to our Commonwealth - Maggie Walker	<ul style="list-style-type: none"> ● Important contributions were made by influential people in Virginia history.
remember	1.3 e	describe	the stories of influential people in the history of Virginia and their contributions to our Commonwealth - Arthur R. Ashe, Jr.	
apply	1.1b	use	basic map skills to support an understanding of Virginia history	<ul style="list-style-type: none"> ● Maps help develop an awareness of where places are located in Virginia. ● Maps use directionality and symbols to identify or indicate a location. ● Geographic information obtained from maps supports an understanding of Virginia history. ● Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.
create	1.1 d	ask	appropriate questions to solve a problem	<ul style="list-style-type: none"> ● Asking a variety of questions takes learning further and deepens our understanding. ● Asking questions involves making observations about the world and framing them as inquiries to solve a problem
analyze	1.1 e	compare	people, places, or events in Virginia history	<ul style="list-style-type: none"> ● Comparing and contrasting examine similarities and differences among people, places, or events. ● Communities in Virginia have different physical and cultural characteristics.
		contrast		

apply	1.1 j	develop	Fluency in content vocabulary	<ul style="list-style-type: none"> ● Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about Virginia history. ● Comprehending content vocabulary involves using and interacting with a variety of sources.
			Comprehension of oral, written, and visual sources	

	Essential Knowledge	Essential Understandings	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
Q Q 4 Q Q 3 Q 4	Jamestown 1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including <ul style="list-style-type: none"> a. the settlement of Virginia at Jamestown 1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our	1.2 Many people and events contributed to Virginia history. 1.2 Virginia's diverse environment has impacted the way people interact with their surroundings. 1.3 Important contributions were made by influential people in Virginia history	Many different people and events helped shape Virginia's history. Virginia started at Jamestown over 400 years ago. Jamestown became the first permanent English settlement in North America. Terms to know: <ul style="list-style-type: none"> - Contribution: The act of giving or doing something 	Ideas from framework: <ul style="list-style-type: none"> - Post a picture of an early settlement and ask questions about why the people created this type of shelter. - Illustrate why people settled near the rivers. - Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart

Q 3	<p>New Nation & Virginia Today</p> <p>1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including</p> <p>b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation</p> <p>c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.</p> <p>1.4 The student will describe the lives of people associated with major holidays, including</p> <p>a. George Washington Day (Presidents' Day);</p> <p>b. Independence Day (Fourth of July); and</p> <p>c. Martin Luther King, Jr., Day.</p> <p>1.1 The students will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) using artifacts and primary and secondary</p>	<p>1.2 Many people and events contributed to Virginia history.</p> <p>1.2 Virginia's diverse environment has impacted the way people interact with their surroundings.</p> <p>1.4 Major holidays are celebrated to remember certain important leaders and events of the past. Citizens have worked to defend American principles.</p> <p>1.1a A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>1.1b Maps help develop an awareness of where places are located in Virginia.</p> <p>1.1b Maps use directionality and symbols to identify or indicate a location.</p> <p>1.1b Geographic information</p>	<p>George Washington: He was born in Virginia. He was a leader who helped develop the country. He was the first president of the United States. He is known as the "Father of Our Country." He led the fight for freedom from England and helped establish a new country.</p> <p>Thomas Jefferson: He was born in Virginia. He was the third president of the United States. He was a leader who helped develop a new country.</p> <p>Location, climate, and physical surroundings of Virginia affect the way people meet their basic wants today. This includes: the foods they eat, clothing they wear, types of houses they build.</p> <p>Communities in Virginia use various types of transportation to meet their needs.</p> <p>The geography of Virginia affects how people travel from one place to another and determines what is available for recreation.</p> <p>Terms to know:</p> <ul style="list-style-type: none"> - Holiday: A day on which 	<p>Ideas from framework:</p> <ul style="list-style-type: none"> - Use an image and description of an historic home in Virginia to ask questions and make observation about how daily life was different from today. - Share a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare. - Show an image of a job from Virginia's past and compare it to a job in Virginia today. - Create/label a simple map of Virginia to show where selected Virginians lived (don't forget to include the location of Washington, D.C. and Richmond.) - Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart. - Create a graphic organizer of jobs in Virginia from the past and the present. - Ask a variety of questions before and after reading about influential people or an event in the history of
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<p>sources to develop and understanding of Virginia history</p> <p>c) using and creating graphs, diagrams, and pictures to determine characteristics of people, place, or events to support an understanding of Virginia history</p> <p>d) asking appropriate questions to solve a problem;</p> <p>e) comparing and contrasting people, places, or events in Virginia history</p> <p>f) recognizing direct cause-and-effect relationships</p> <p>g) making connections between past and present</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources</p>	<p>obtained from maps supports an understanding of Virginia history.</p> <p>1.1b Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.</p> <p>1.1c Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</p> <p>1.1d Asking a variety of questions takes learning further and deepens our understanding.</p> <p>1.1d Asking questions involves making observations about the world and framing them as inquiries to solve a problem.</p> <p>1.1f A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).</p>	<p>something or someone is honored or remembered</p> <p>George Washington Day (Presidents' Day): This is a day to remember all United States presidents, especially George Washington. It is observed in February.</p> <p>Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America's birthday. It is observed in July.</p> <p>Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.</p>	<p>Virginia.</p> <ul style="list-style-type: none"> - Create a class Venn diagram to compare the lives of famous Virginians. - View maps and images of different locations in Virginia to compare recreational activities. - Create a class Venn diagram to compare how different holidays are celebrated. - Create a class chart of how selected jobs have changed over time. - Use information about the location, climate, and physical surroundings of Virginia to discuss how each of these affect the way people meet basic wants such as the foods they eat, the clothing they wear, and the kinds of houses they build. - Discuss how jobs in Virginia have changed over time. - Use simple maps from the past and present to show how the boundaries of Virginia have changed over time. - Use maps from the past and the present to show how maps have changed over
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		<p>1.1f Identifying cause-and-effect relationships helps us understand specific events in Virginia history.</p> <p>1.1f Cause-and-effect relationships can be observed in school, community, and state history.</p> <p>1.1e Comparing and contrasting examine similarities and differences among people, places, or events.</p> <p>1.1e Communities in Virginia have different physical and cultural characteristics.</p> <p>1.1g Everyday life in Virginia today is different from everyday life long ago.</p> <p>1.1g People, events, and developments have brought changes to Virginia.</p> <p>1.1j Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about Virginia</p>		<p>time.</p> <ul style="list-style-type: none"> - Make connections between transportation methods used in early Virginia and in the present. - Read a variety of fiction and nonfiction picture books about American holidays. - Describe what or who is honored and remembered on each American holiday. - Place pictures of the influential Virginians studied and where they lived on a map of Virginia. <p>Famous Virginians Resources:</p> <p>Washington: https://www.youtube.com/watch?v=rUqT2-SV0uI (<i>Animated Hero Classics</i> Video-29 minutes)</p> <p>https://www.youtube.com/watch?v=3lXnfitSoYw <i>(Biography of George Washington for Kids</i> Video-5 minutes)</p> <p>https://educators.brainpop.com/lesson-plan/the-role-of-the-president/ <i>(President’s Day- BrainPOP Lesson Plan)</i></p> <p>https://www.teacherspayteachers.c</p>
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		<p>history.</p> <p>1.1j Comprehending content vocabulary involves using and interacting with a variety of sources.</p>		<p>om/Product/George-Washington-Writing-Craftivity-205398 (George Washington Craft/Writing Activity)</p> <p>http://www.sightandsoundreading.com/presidents-day-activities-kids/?utm_source=MadMimi&utm_medium=email&utm_content=Presidents+Day+and+Dr_+Seuss+Fun!&utm_campaign=20160210_m129740020_Presidents+Day+and+Dr_+Seuss+Fun!&utm_term=Presidents+Day+Crafts+and+Activities+for+Kids (Free Resource- Various Washington Activities)</p> <p>https://www.teacherspayteachers.com/Product/George-Washington-Presidents-Day-1097034 (Paid resource on TPT for President's Day & George Washington)</p> <p>https://www.teacherspayteachers.com/Product/George-Washington-Kindergarten-Emergent-Reader-Presidents-Day-194353 (paid resource on TPT Emergent Reader with Washington & Lincoln)</p> <p>https://www.teacherspayteachers.com/Product/Presidents-Day-Pack-Abe-Lincoln-George-Washington-</p>
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			<p>PowerPoint-Printables-1097742 (paid resource on TPT for President's Day)</p> <p>https://www.teacherspayteachers.com/Product/Presidents-Day-Activities-George-Washington-and-Abraham-Lincoln-1088761 (paid resource on TPT for President's Day)</p> <p>Jefferson: https://www.teacherspayteachers.com/Product/Thomas-Jefferson-Famous-American-Mini-Unit-PowerPoint-Printables-931776 (fee for resource)</p> <p>https://www.teacherspayteachers.com/Product/Thomas-Jefferson-390147 (fee for resource)</p> <p>https://educators.brainpop.com/lesson-plan/the-role-of-the-president/</p> <p>http://mrnussbaum.com/presidents/thomas-jefferson/</p> <p>http://www.wartgames.com/themes/people/thomasjefferson.html (variety of links & resources)</p> <p>Books: <i>A Picture Book Of George Washington</i></p>
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by David A. Adler

A Picture Book of Thomas Jefferson

by David A. Adler

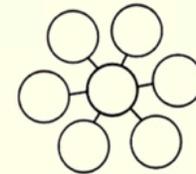
George Washington And The General's Day by Frank Murphy
(Includes samples of primary documents)

Life, Liberty, and The Pursuit Of Everything by Maira Kalman

Thomas Jefferson's Feast by Frank Murphy

Both:

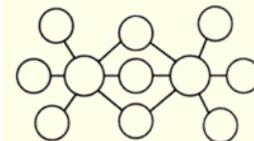
BUBBLE MAP



FOR DESCRIBING USING ADJECTIVES

Adjectives for Washington and Jefferson

DOUBLE BUBBLE MAP

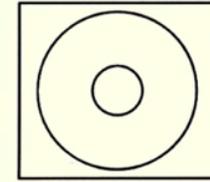


FOR COMPARING AND CONTRASTING

Compare & contrast Jefferson and Washington

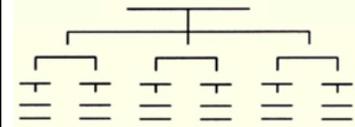
				<p>Martin Luther King, Jr. Day Resources: https://www.teacherspayteachers.com/Product/A-Mini-Unit-for-Martin-Luther-King-Jr-Day-468234 (paid resource on TPT)</p> <p>https://www.teacherspayteachers.com/Product/Martin-Luther-King-Jr-Day-Celebration-Unit-1015661 (paid resource on TPT)</p> <p>https://www.teacherspayteachers.com/Product/Freebie-to-Celebrate-Dr-Martin-Luther-King-Jr-Day-1060258 (free resource on TPT)</p> <p>https://www.teacherspayteachers.com/Product/Martin-Luther-King-Jr-Day-Fun-Freebie-482518 (free resource on TPT)</p> <p>https://www.teacherspayteachers.com/Product/Martin-Luther-King-Jr-Day-of-Fun-1040781 (free resource on TPT)</p> <p>Life in Virginia Resources:</p>
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CIRCLE MAP



FOR DEFINING IN CONTEXT

TREE MAP



FOR CLASSIFYING AND GROUPING

A branch for food, shelter, clothing, etc.

<https://www.teacherspayteachers.com/Product/Regions-of-Virginia-Plants-That-Grow-Cut-and-Paste-Activity-King-Virtue-1780377>

(paid resource on TPT for products by region)

<https://www.teacherspayteachers.com/Product/Regions-of-Virginia-Map-Label-VA-SOL-28-2385455>

(paid resource on TPT for regions)

<http://www.virginiatrekkers.com/Appalachian/Products.html> (Virginia Products Interactive Map)

<http://www.virginiatrekkers.com/Roanoke/Timeline.html>

(Transportation Timeline-Interactive)

Lesson Plan Idea: Travel Virginia (in your classroom!)

Divide your classroom into three sections (coastal areas, mountainous areas, valley areas). For each section of the room include food, shelter, transportation, clothing, and recreation for each area. This can be done using whatever manipulatives feasible for you and your team.

Coastal Areas:

Food: Seafood, peanuts

Shelter: Houses on stilts, houseboats

Transportation: Boats, cars, bikes, walking

Clothing: It is warmer here longer therefore, individuals can wear summer clothes for a longer period of time. Swimwear

Recreation: going to the beach, surfing, fishing, ship building

Mountainous Areas:

Food: apples, fish (trout), wild

game

Shelter: log cabins

Transportation: trains, cars

Clothing: Mountain areas are usually cooler and typically receive more snow in the cooler months therefore, warmer clothing is needed more often. Snowwear is also more of a necessity.

Recreation: hunting, mountain climbing, hiking, skiing

Valley Areas:

Food: poultry, apples, beef, dairy

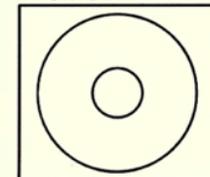
Shelter: various forms of homes (cabins, brick, vinyl, etc.)

Transportation: trains, cars, buses

Clothing: Mild weather is more prevalent to this area. Both cool and warm clothes are a necessity.

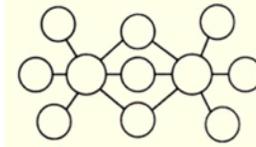
Recreation: farming, hunting, horseback riding

CIRCLE MAP



FOR DEFINING IN CONTEXT

DOUBLE BUBBLE MAP



FOR COMPARING AND CONTRASTING

Presidents' Day Resources:

<https://www.teacherspayteachers.com/Product/Presidents-Day-Tree-Maps-201568> (Tree Maps for Presidents' Day)

http://www.sightandsoundreading.com/presidents-day-activities-kids/?utm_source=MadMimi&utm_medium=email&utm_content=Presidents+Day+and+Dr.+Seuss+Fun!&utm_campaign=20160210_m129740020_Presidents+Day+and+Dr.+Seuss+Fun!&utm_term=Presidents+Day+Crafts+and+Activities+for+Kids
(Various Presidents' Day Activities)

Independence Day Resources:

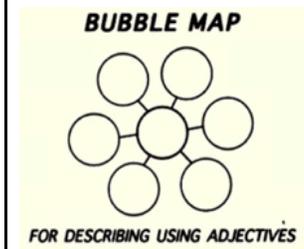
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https://www.youtube.com/watch?v=eccgj5u_Ydc
(Liberty kids video)

-Have a birthday party for America in your classroom (red, white, and blue crafts and snacks)

			<p>https://www.teacherspayteachers.com/Product/Independence-Day4th-of-July-Freebie-682586 (free)</p> <p>https://www.teacherspayteachers.com/Product/Independence-Day-Fourth-of-July-Kindergarten-First-Grade-Social-Studies-Unit-3111204 (fee for resource)</p> <p>https://www.teacherspayteachers.com/Product/Independence-Day-4th-of-July-Flipbook-and-Activities-2941000 (fee for resource)</p> <p>https://www.teacherspayteachers.com/Product/Independence-Day-Bundle-Activities-to-Engage-Students-about-the-Fourth-of-July-735295 (fee for resource)</p> <p>https://www.teacherspayteachers.com/Product/Red-White-and-Blue-A-Fourth-of-July-Freebie-Pack-1928108 (free)</p> <p>https://www.teacherspayteachers.com/Product/Independence-Day-Mini-Pack-1294162 (free)</p>
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Martin Luther King, Jr., Day
Resources:



Trade Books (found on ACPS
Destiny-Elementary Schools):
-*Martin Luther King, Jr. Day Call # B*
by Kin David F. Marx
-*Martin Luther King Jr., Day Call #*
323 Mar by David F. Marx
-*Martin Luther King Jr. Call # B Kin*
by Wil Mara
-*Martin Luther King Jr. Day Call #*
394.261 Mir by Tamim Ansary

<https://www.teacherspayteachers.com/Product/Dr-Martin-Luther-King-Jr-Mini-Unit-190657>
(free)

<https://www.teacherspayteachers.com/FreeDownload/Free-Martin-Luther-King-Reader>
(free)

<https://www.youtube.com/watch?v>

				=4xXZhXTFWnE https://www.youtube.com/watch?v=ALQeX7IFBcg
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Settlement of Jamestown Unit

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
apply	1.2 a	demonstrate	knowledge of Virginia history by describing the settlement of Virginia at Jamestown	<ul style="list-style-type: none"> ● Many people and events contributed to Virginia history. ● Virginia's diverse environment has impacted the way people interact with their surroundings.
remember	1.3 a	describe	the stories of influential people in the history of Virginia and their contributions to our Commonwealth - Powhatan	<ul style="list-style-type: none"> ● Important contributions were made by influential people in Virginia history.
remember	1.3 b	describe	the stories of influential people in the history of Virginia and their contributions to our Commonwealth - Pocahontas	

remember	1.3 c	describe	the stories of influential people in the history of Virginia and their contributions to our Commonwealth - Christopher Newport	
analyze	1.1a	make observations	using artifacts, primary, and secondary sources	<ul style="list-style-type: none"> ● An artifact is an object or tool that reveals the past. ● A primary source is an artifact, document, image, or other source of information that was created at the time under study. ● A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.
create		make connections		
analyze		ask questions		
evaluate		reflect		
apply	1.1b	use	basic map skills to support an understanding of Virginia history	<ul style="list-style-type: none"> ● Maps help develop an awareness of where places are located in Virginia. ● Maps use directionality and symbols to identify or indicate a location. ● Geographic information obtained from maps supports an understanding of Virginia history. ● Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.
apply	1.1c	Use	Graphs, diagram, and pictures to determine characteristics of people, places, or events to support understanding of Virginia history	Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.
create		create		

create	1.1 d	ask	appropriate questions to solve a problem	<ul style="list-style-type: none"> ● Asking a variety of questions takes learning further and deepens our understanding. ● Asking questions involves making observations about the world and framing them as inquiries to solve a problem
analyze	1.1 e	compare	people, places, or events in Virginia history	<ul style="list-style-type: none"> ● Comparing and contrasting examine similarities and differences among people, places, or events. ● Communities in Virginia have different physical and cultural characteristics.
		contrast		
analyze	1.1 f	recognize	direct cause-and-effect relationships	<ul style="list-style-type: none"> ● A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). ● Identifying cause-and-effect relationships helps us understand specific events in Virginia history. ● Cause-and-effect relationships can be observed in school, community, and state history.
analyze	1.1 g	make	connections between past and present	<ul style="list-style-type: none"> ● Everyday life in Virginia today is different from everyday life long ago. ● People, events, and developments have brought changes to Virginia.
analyze	1.1 h	use	decision-making model to make informed decisions	<ul style="list-style-type: none"> ● Choices involve getting more of one thing by giving up something else. ● All decisions involve costs and benefits. ● A cost is what you give up when you decide to do something. ● A benefit is what satisfies your wants. ● Students make better choices when they consider the costs and benefits of their decisions.

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
apply	1.2 b	demonstrate	knowledge of Virginia history by describing important events in the history of the Commonwealth including famous Virginians such as George Washington and Thomas Jefferson who helped form a new nation	<ul style="list-style-type: none"> ● Many people and events contributed to Virginia history. ● Virginia's diverse environment has impacted the way people interact with their surroundings.
apply	1.2 c	demonstrate	knowledge of Virginia history by describing important events in the history of the Commonwealth including life in Virginia today, including food, clothing, shelter, transportation, and recreation.	
remember	1.4 a	describe	people associated with major holidays: George Washington Day (Presidents' Day)	<ul style="list-style-type: none"> ● Major holidays are celebrated to remember certain important leaders and events of the past. Citizens have worked to defend American principles.
remember	1.4 b	describe	people associated with major holidays: Independence Day (Fourth of July)	
remember	1.4 c	describe	people associated with major holidays: Martin Luther King, Jr. Day	
analyze	1.1a	make observations	using artifacts, primary, and secondary sources	<ul style="list-style-type: none"> ● An artifact is an object or tool that reveals the past. ● A primary source is an artifact, document, image, or other source of information that was created at the time under study. ● A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.
create		make connections		
analyze		ask questions		
evaluate		reflect		

apply	1.1c	Use	Graphs, diagram, and pictures to determine characteristics of people, places, or events to support understanding of Virginia history	Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.
create		create		
create	1.1 d	ask	appropriate questions to solve a problem	<ul style="list-style-type: none"> ● Asking a variety of questions takes learning further and deepens our understanding. ● Asking questions involves making observations about the world and framing them as inquiries to solve a problem
analyze	1.1 e	compare	people, places, or events in Virginia history	<ul style="list-style-type: none"> ● Comparing and contrasting examine similarities and differences among people, places, or events. ● Communities in Virginia have different physical and cultural characteristics.
		contrast		
analyze	1.1 f	recognize	direct cause-and-effect relationships	<ul style="list-style-type: none"> ● A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). ● Identifying cause-and-effect relationships helps us understand specific events in Virginia history. ● Cause-and-effect relationships can be observed in school, community, and state history.
analyze	1.1 g	make	connections between past and present	<ul style="list-style-type: none"> ● Everyday life in Virginia today is different from everyday life long ago. ● People, events, and developments have brought changes to Virginia.

apply	1.1 j	develop	Fluency in content vocabulary	<ul style="list-style-type: none"> ● Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about Virginia history. ● Comprehending content vocabulary involves using and interacting with a variety of sources.
			Comprehension of oral, written, and visual sources	

	Essential Knowledge	Essential Understandings	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
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Q4	Economics			
	1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.	1.7 Goods and services satisfy people’s wants.	Terms to know: <ul style="list-style-type: none"> - Goods: things people make or use to satisfy wants - Services: activities that satisfy people’s wants - Consumer: a person who uses or buys goods and services - Producer: a person who makes goods or provides services - Cost: what you give up when you decide to do something <i>(opportunity cost in 3.10)</i> - Benefit: what satisfies your wants - Money: paper bills and coins used to pay for goods and services - Savings: money not spent 	Ideas from framework: <ul style="list-style-type: none"> - Use a Venn diagram to organize information about goods and services in Virginia. - Ask questions about goods and services to determine what to choose and what to give up. - After reading a story from children’s literature, have the students talk about the benefits and costs of a decisions made by characters in the story. - Complete a simulation where some students are producers and some are consumers.
	1.8 The student will explain that people make choices because they cannot have everything they want. <i>(opportunity cost in 3.10)</i>	1.7 People are consumers when they buy or use goods and services. 1.7 People are producers when they make goods or provide services.		
	1.9 The student will recognize that people save money for the future to purchase goods and services.	1.7 Most people are both consumers and producers. 1.8 People make choices because they cannot have everything they want.		
	1.1 The student will demonstrate skills for historical	1.8 A decision-making model helps people make choices. 1.9 People can choose to spend or		

Economics Unit

<i>Cognitive Level</i>	<i>Stem</i>	<i>Do (verb)</i>	<i>Know (content)</i>	<i>Understandings</i>
understand	1.7	explain	difference between goods and services	<ul style="list-style-type: none"> ● Goods and services satisfy people’s wants. ● People are consumers when they buy or use

understand		describe	how people are consumers and producers of goods and services	<p>goods and services.</p> <ul style="list-style-type: none"> ● People are producers when they make goods or provide services. ● Most people are both consumers and producers.
understand	1.8	explain	that people make choices because they cannot have everything they want	<ul style="list-style-type: none"> ● People make choices because they cannot have everything they want. ● A decision-making model helps people make choices.
understand	1.9	recognize	that people save money for the future to purchase goods and services	<ul style="list-style-type: none"> ● People can choose to spend or save money. ● To save money, people give up spending now in order to buy goods and services in the future.
apply	1.1c	Use	Graphs, diagram, and pictures to determine characteristics of people, places, or events to support understanding of Virginia history	<ul style="list-style-type: none"> ● Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.
create		create		
create	1.1 d	ask	appropriate questions to solve a problem	<ul style="list-style-type: none"> ● Asking a variety of questions takes learning further and deepens our understanding. ● Asking questions involves making observations about the world and framing them as inquiries to solve a problem
analyze	1.1 h	use	decision-making model to make informed decisions	<ul style="list-style-type: none"> ● Choices involve getting more of one thing by giving up something else. ● All decisions involve costs and benefits. ● A cost is what you give up when you decide to do something. ● A benefit is what satisfies your wants. ● Students make better choices when they consider the costs and benefits of their decisions.

apply	1.1 i	practice	good citizenship skills and respect for rules and laws	<p>Good citizens:</p> <ul style="list-style-type: none"> ● Collaborate to achieve shared goals. ● Compromise to reach an agreement. ● Participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia's history have collaborated and compromised to achieve common goals and be successful as good citizens.</p>
		collaborate	in classroom activities	
		compromise		
		participate		