

Grade 2
Revised
Interdisciplinary Units

Unit1: Self Identity

Topic One: All About Me

Essential question: Who am I?

Learner Outcome	Objectives SI= Self Identity	Suggested Activities SI= Self Identity	Suggested Content	Skills	Assessment/Evaluation	Resources
<p> Recognize characteristics that define them as an individual.</p> <p> Understand that males and females differ.</p> <p> Understand the human skeleton, its location and function in the body.</p> <p> Recognize that they are members of a family and identify other members of a family.</p> <p> Understand why Christians refer to God as Father.</p> <p> Recognize God as caring and loving Father.</p> <p> Recognize ways in which God demonstrates His love for mankind.</p>	<p>SI. 1. Name and list characteristics that make them individuals. (features, family, nationality etc.)</p> <p>SI. 2. Distinguish between males and females.</p> <p>SI. 3. Compare God’s love for mankind to that of a parent/ guardian.</p> <p>SI. 4. State the skeletal parts, locations and functions.</p> <p>SI. 5. Give reasons why Christians refer to God as Father.</p> <p>SI. 6. Compare and contrast family structure and the skeletal structure.</p> <p>SI. 7. List the members of their family and state their roles/functions.</p>	<p>SI. a Design a personalized brown paper bag puppet. The puppet should reflect individual characteristics. (key features, name, gender and nationality).</p> <p>SI. b Develop acronym describing their character traits using the letters of their name</p> <p>SI. c Compose a chant, rap or song that outlines the love of God for mankind and the love of parents for their children.</p> <p>SI. d Create a poster or a book outlining the skeletal parts, where they can be found and their function in the body. Use similes to compare the family structure and functions and the skeletal structure and functions with the family. (The skull protects the brain and is in the head.</p> <p> . Like my _____ is the head of the family and protects us</p> <p></p>	<p>Family Life & Health  Theme: Self & Interpersonal Relationships Sub Goal: 1 Standard 1.1 (pg. 35) Theme: Sexuality and Sexual Health Sub Goal: 2 Standard 2.1 (pages 40 & 41)</p> <p>Religious Studies  Sub Goal 1: Examine the basic beliefs and teachings of Christianity Theme: The Nature of God Sub Goals 1 Objective: Identify God as a caring and loving Father Objective: Illustrate ways in which God demonstrates His love for mankind. Objective: Explain why Christians refer to God as Father (page 27)</p> <p>Science  Topic: The Human Body Strand 1: Structure and Function of Living Systems Objectives i, ii, iii (pg. 93)</p> <p>Social Studies  Theme 1: Looking around us Topic: Families</p>	<p> Social: Cooperation, Interpersonal skills, Advocacy, Communication Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance</p> <p> Skills: Investigation, Self Understanding, Reflection, Attitudes: Self-understanding, Enquiry</p> <p> Classifying, Observing, Inferring</p> <p></p>	<p>Puppet Rubric OR “All About Me” Checklist</p> <ul style="list-style-type: none"> ✓ Both names- 2pts. ✓ Gender- 1 pt. ✓ Nationality- 1 pt. ✓ Creativity - 5pts ✓ Spelling- 1 pt.. <p>Rap, Chant or Song Song Rubric Presentation Rubric</p> <p>Acronym Each adjective or trait begins with a letter in their name. The ad</p> <p>Poster Rubric</p> <ul style="list-style-type: none"> ✓ 5 pictures each ✓ Labeling ✓ Total points=10 pts <p>Family tree rubric</p>	<p>Family Life Curriculum</p> <p>Religious Knowledge Curriculum Children’s Bible</p> <p>Science Curriculum</p> <p>Social Studies Textbook Primary Social Studies Teachers Guide</p>

Unit 1 : Self Identity

Topic: All About Me

Essential question: What makes me special?

Learner Outcome	Objectives SI= Self Identity	Suggested Activities SI= Self Identity	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>✚ Demonstrate an awareness of their gifts and talents and ways in which those talents can help others.</p> <p>✚ Recognize biblical examples of persons who utilized their talents</p> <p>✚ Understand how their gifts and talents could be used to help others.</p> <p>✚ Understand the parts, functions and location of the skeleton and muscles in the body.</p> <p>✚ Demonstrate an awareness of the character traits that contribute to their uniqueness.</p> <p>🌐 Appreciate the differences in the various types of families.</p>	<p>SI. 8 Define and distinguish between the terms talents and gifts.</p> <p>SI. 9 Identify and display their unique qualities, talents and gifts.</p> <p>SI. 10 Summarize the activities of biblical characters who used their gifts and talents to help others.</p> <p>SI. 11 Determine how their skeleton and muscles make them unique and are different from other animals.</p> <p>SI. 12 Identify specific muscles and skeletal parts and their functions.</p> <p>SI. 13 Classify families based on structure and characteristics.</p>	<p>SI. e Develop/create a collage/me montage or video depicting their gifts and talents.</p> <p>SI. f Have a class talent show. In an effort for students to display their gifts/talents.</p> <p>SI. g Construct a model of the skeleton of using various art materials. The representation would reflect the relationship between the skeletons and the muscles. Each part will be labeled and its function discussed.</p> <p>SI. h Role-play the interactions of the muscles and the skeleton and how they help each other. A comparison of this relationship with that of family members will also be demonstrated.</p> <p>SI. i Construct a class bar graph to determine the different types of families.</p>	<p>Religious Studies ✚ Sub-Goal 2: Discovering A sense of identity and purpose Theme: Discovering my Identity Objectives i, ii, iii (pages 31& 32) Story of Dorcas</p> <p>Science ✚ Topic: The Human Body Strand 1: Structure and Function of Living Systems Objectives: i, ii, iii (pg. 93) Objectives: a, b, c, d (pg. 93)</p> <p>Family Life & Health ✚ Theme: Self & Interpersonal Relationships Sub Goal: 1 (Standard 1.1) (pg. 35) Theme: Sexuality and Sexual Health Sub Goal: 2 (Standard 1.3)</p> <p>Social Studies 🌐 Theme 1: Looking around us Topic: Families</p>	<p>✚ Attitudes: Self-understanding, Respect Skill: Investigation, Empathy</p> <p>✚ Classifying, Observing, Inferring, Predicting</p> <p>✚ Social: Cooperation, Interpersonal skills, Advocacy, Communication Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance</p> <p>Appreciation, cooperation, communication, respect for self</p>	<p>Collage Rubric ✓ At least 3 different types of textures.</p> <p>Video Rubric ✓ State their name and talent ✓ At least 2 minutes in length</p> <p>A Skeleton and Muscles Worksheet</p> <p>Checklist Observation</p>	<p>Religious Knowledge Curriculum Children’s Bible</p> <p>Science Curriculum</p> <p>Family Life Curriculum</p> <p>Social Studies Workbook Primary Social Studies Teachers Guide</p>

Unit1: Self Identity

Topic: All About Me

Essential question: How can I keep my body healthy?

Learner Outcome	Objectives SI= Self Identity	Suggested Activities SI= Self Identity	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>‡ Demonstrate an awareness of the affect of healthy habits on bones and muscles.</p> <p>🏠 Recognize the importance of food to the body.</p> <p>🏠 Recognize The Bahamas Dietary Guidelines as an outline for healthy eating.</p> <p>‡ Recognize physical and mental challenges individuals may have.</p> <p>‡ Develop an appreciation for the lives of persons who succeeded despite many obstacles.</p>	<p>SI. 14 Identify physical activities and foods that will produce healthy bodies.</p> <p>SI. 15 Investigate and determine ways in which food affects the body (bones and muscles).</p> <p>SI. 16 Classify foods according to their nutritional value to the body (Dietary Guidelines/Food Groups).</p> <p>SI. 17 Examine the challenges experienced by individuals with physical and mental challenges.</p> <p>SI. 18 Compare the success of information on one or two persons who succeeded despite their challenges.</p> <p>SI. 19 Relate the meaning of the word obstacle in their own words.</p>	<p>SI. j Conduct active experiments. Have students record the observable affects of certain foods on each other. Students will ingest specific foods while their partners/group members observe, monitor and record their actions.</p> <p>SI. k Develop a healthy lifestyle booklet reflecting activities and foods that can be used to produce healthy bodies.</p> <p>SI. l Produce a research project/big book about one or two people who overcame obstacles and succeeded.</p>	<p>Science ‡ Topic: The Human Body Strand 1: Structure and Function of Living Systems Objectives: i, ii, iii (pg. 93) Objectives: e, f (pg. 94)</p> <p>Family Life & Health 🏠 Theme: Nutrition and Physical Activity Sub Goal: 3 (Standard 3.1) (pg. 44) (Standard 3.2) (pg. 45 & 46)</p> <p>Religious Studies ‡ Sub-Goal 2: Discovering A sense of identity and purpose Theme: Overcoming Obstacles Objectives i, ii, iii & iv (page 34) Sub Goal 1 Story of Hellen Keller</p>	<p>‡ Classifying, Observing, Inferring, Predicting</p> <p>🏠 Social: Cooperation, Negotiation, Refusal, Advocacy, Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance, Healthy Self-Management</p> <p>‡ Attitudes: Self-understanding, Respect Skill: Investigation, Empathy</p>	<p>Math bar graph worksheet.</p> <p>Record sheets for experiments.</p> <p>Research project rubric</p> <p>Booklet rubric</p> <p>Oral presentation of booklet.</p>	<p>Science Curriculum</p> <p>Family Life Curriculum</p> <p>Religious Studies Curriculum Children’s Bible The Beginner’s Bible, “A short man” (pp.413-417)</p> <p>Story of Hellen Keller</p> <p>http://www.gardenofpraise.com/leaders.htm</p>

Unit1: Self Identity

Topic: All About Me

Essential question: How does my community define me?

Learner Outcome	Objectives SI= Self Identity	Suggested Activities SI= Self Identity	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Demonstrate an awareness of the characteristics of the basic community.</p> <p>🌐 Develop an appreciation for the events held in a community</p> <p>🌐 Recognize the differences present in various communities.</p> <p>✚ Develop an appreciation of Jesus' way of life as a child in his community.</p> <p>✚ Recognize lessons that could be learnt from the early life of Jesus.</p> <p>‡ Explore the land and water habitats for plants and animals.</p>	<p>SI. 20 Summarize the definition of community.</p> <p>SI. 21 Compare and contrast bible communities and communities of today.</p> <p>SI. 22 Describe events that members of a community would participate in and attend.</p> <p>SI. 23 Create an invitation for community members for a community event to in an invitation.</p> <p>SI. 24 Compare and contrast the childhood and community of Jesus as a child with their personal lives.</p> <p>SI. 25 Discuss the differences between their community and the habitats of other living things (plants & animals).</p>	<p>SI. n Use pictures to construct two dimensional posters of the different types of communities. **Tourist Resort **Fishing **Farming **Small Town</p> <p>SI. o Design an invitation inviting people to visit a particular type of community.</p> <p>SI. p Illustrate an animal within their different habitats</p> <p>SI. q Creating 3D model (paper mache) or mural of an animal in their habitat.</p>	<p>Social Studies</p> <p>🌐 Elements of a community: buildings, churches, roads, docks --Things we do in our community --Types of communities</p> <p>Religious Studies ✚ Sub-Goal 1: Examine the basic beliefs and teaching of Christianity Theme: The Nature of God Objectives i, ii, iii (page 28)</p> <p>Science ‡ Topic: Habitats Strand 1: Organisms and the Environment Objectives: i, ii, iii, iv (pages 92 & 97) -Land Habitats (Schoolyard, Backyard) -Water Habitats (Pond, Lake, Seashore, Ocean)</p>	<p>🌐 Appreciation, cooperation, communication, respect for others</p> <p>✚ Investigation, Fairness, Respect</p> <p>‡ Classifying, Observing, Inferring, Predicting</p>	<p>Poster Rubric</p> <ul style="list-style-type: none"> ✓ A picture ✓ 4 sentences <p>My Community Project</p> <ul style="list-style-type: none"> ✓ Name ✓ Families ✓ Buildings ✓ Roads ✓ A labeled picture of at least two docks/harbors found in the Bahamas. <p>Unit Test/Review</p> <p>Evaluate the Invitation crated using a Writing Rubric specific to an invitation.</p> <p>Evaluate the 3D model/mural of an animal habitat</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Religious Knowledge Curriculum Children's Bible</p> <p>Science Curriculum</p>

Learner Outcome	Objectives Ned.= Needs	Suggested Activities Ned.= Needs	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>‡ Recognize the needs of living things for survival.</p> <p>‡ Explore the body coverings and parts of animals in relationship to their survival.</p> <p>🌐 Demonstrate an appreciation for workers in the community.</p> <p>‡ Understand the definition of the word service.</p> <p>‡ Understand the ways to serve others.</p> <p>‡ Develop an understanding that serving others demonstrates our love.</p> <p>🏠 Demonstrate respect for people and all things living.</p>	<p>Ned. 1 Differentiate between animal, human and plant needs.</p> <p>Ned. 2 Examine the body coverings and parts of animals to determine how their bodies aid in their survival.</p> <p>Ned. 3 Associate specific workers in the community and the services they provide with the needs they meet.</p> <p>Ned. 4 Explain how the Teacher and Librarian fulfill the need for knowledge and information.</p> <p>Ned. 5 Define the word service.</p> <p>Ned. 6 Discuss the ways that the Teacher and Librarian serve others and their community.</p> <p>Ned. 7 Evaluate the importance of spiritual needs that are met through service.</p> <p>Ned. 8 Conclude that service aids in the fulfillment of needs of people, plants and animals</p>	<p>Ned. a Design a web displaying their individual needs and the need of other living things (plants & animals)</p> <p>Ned. b Construct a collage displaying various animals' body coverings and parts and relate how their body parts or coverings help them to suffice their needs. (A bird's body is covered with feathers. Birds have two wings, two feet and a beak. A bird uses its feet to scratch/search for food and its beak to eat.)</p> <p>Ned. c Create a Basic Needs book that will display all of their basic needs.</p> <p>Ned. d Write a journal entry explaining the spiritual needs.</p> <p>Ned. e Create paper chains demonstrating how needs are met through service.</p>	<p>‡ Topic: Animals Strand 1: Characteristics of Organisms</p> <p>‡ Identify things animals need for survive</p> <p>‡ Group animals by body coverings and parts</p> <p>‡ Describe how animals move from place to place. (pg. 91)</p> <p>🌐 Introduction to helpers in the community and their roles as service providers.</p> <p>🌐 People who teach us -Librarian</p> <p>‡ State the definition of the word service. Sub-Goal: 2. Theme: Serving Others (page 33)</p> <p>🏠 Theme: Self and Interpersonal Relationships Standard 1.2 -Respect for people and living things (pg. 36)</p>	<p>‡ Classifying, Observing, Inferring, Predicting</p> <p>Appreciation, cooperation, communication, respect for others</p> <p>‡ Investigation, Fairness, Respect</p> <p>🏠 Social: Cooperation, Negotiation, Refusal, Advocacy, Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance, Healthy Self-Management</p>	<p>My Basic Needs Book</p> <ul style="list-style-type: none"> ✓ Correct headings, pictures, labels ✓ Physical Needs (food, water, air, shelter) ✓ Spiritual Needs (God & the church) ✓ Emotional (love from family and friends) ✓ Mental (Education-school) ✓ Social (Friends) <p>Project Rubric Assess Journal Entry</p>	<p>Science Curriculum</p> <p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Religious Knowledge Curriculum Children's Bible</p> <p>Family Life Curriculum</p>

Unit 2 : Needs

Topic: My Needs

Essential question: What do living things need?

Learner Outcome	Objectives Ned.= Needs	Suggested Activities Ned.= Needs	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌱 Explore the needs of plants. 🌱 Explore the things animals need to survive.</p> <p>🌍 Demonstrate an appreciation for workers in the community.</p> <p>🏡 Demonstrate lifestyle choices that are in harmony with the environment.</p> <p>👤 Know the qualities of a friend</p> <p>👤 Understand ways to build good friendships.</p> <p>👤 Appreciate biblical and contemporary stories of friendship.</p>	<p>Ned. 9 Experiment to tell what plants need to grow and their stages of growth.</p> <p>Ned. 10 Design information booklets/pamphlets bringing awareness to the needs.</p> <p>Ned. 11 Explain the job of the farmer and his/her relationship with plants and animals.</p> <p>Ned. 12 Analyze people who keep our community clean help to meet the needs of plant, animals and people.</p> <p>Ned. 13 Classify choices/activities conducted in the environment as good or bad for the environment.</p> <p>Ned. 14 Discuss the criteria for choosing a friend.</p> <p>Ned. 15 Relate the positive and negative affects of friendships.</p> <p>Ned. 16 Critique the friendship demonstrated in the story of the Elisha and the Shunem couple.</p> <p>Ned. 17 Create their personal list of good friend qualities.</p>	<p>Ned. d Plant a bean seed and monitor its growth.</p> <p>Ned. e Write sequential steps involved in plant growth.</p> <p>Ned. f Compose a story that outlines the needs of all living things.</p> <p>Ned. g Write an essay from the fruits & vegetables or an animal on the farm to the farmer, thanking him/her for taking care of them. Detailing what the farmer does, and how they are benefitted.</p> <p>Ned. h Using a poster, paste pictures and write sentences of ways that our choices affect our environment.</p> <p>Ned. i Conduct interviews of classmates to determine the affects of friendships.</p> <p>Ned. j Use a Listener’s response graphic organizer students will critique and discuss the details of the story.</p> <p>Ned. k Write a list poem relating their personal qualities of identifying a good friend.</p>	<p>Topic: Plants Strand 1: Structure and Function of living systems 🌱 Experiment to tell what plants need to grow (pg. 95)</p> <p>Topic: Animals Strand 1: Characteristics of Organisms 🌱 Identify things animals need for survival. 🌱 Describe ways that animas get food. (pg. 91)</p> <p>🌍 The Farmer 🌍 People who keep our community clean</p> <p>🏡 Theme: Managing the Environment Standard: 4.1 Sub-Goal4 -Obj. 4.4.1 (pages 48 -49)</p> <p>👤 Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving (Thess. 5:18: Elisha’s Room; Thanksgiving day) (page 36)</p>	<p>🌱 Classifying, Observing, Inferring, Predicting</p> <p>🏡 Social: Cooperation, Negotiation, Refusal, Advocacy, Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance, Healthy Self-Management</p> <p>👤 Investigation, Fairness, Respect</p>	<p>Seed and Plant worksheet.</p> <p>Sequencing written sentences (How to make a plant grow)</p> <p>A Expository Paragraph-What do all living things need?</p> <p>Poster-How Do Plants and Animals Help Us? ✓ Pictures ✓ Sentences</p>	<p>Science Curriculum</p> <p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Family Life Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p>

Learner Outcome	Objectives Ned.= Needs	Suggested Activities Ned.= Needs	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Demonstrate an appreciation for workers in the community.</p> <p>⬇️ Recognize the importance of energy.</p> <p>⬆️ Develop an understanding of what it means to be responsible.</p> <p>⬆️ Demonstrate an awareness of biblical example of someone who was responsible.</p> <p>⬆️ Recognize the benefits of being responsibility</p> <p>🏠 Demonstrate knowledge of the environment and its impact on their health and well-being.</p>	<p>Ned. 18 Interpret the meaning of the responsible.</p> <p>Ned. 19 Reorganize the events of the story of Moses on the Nile.</p> <p>Ned. 20 Compile a list of characteristics demonstrated by a responsible person</p> <p>Ned. 21 Explain how being responsible for the environment can improve ones way of life.</p> <p>Ned. 22 Discuss the criteria of a community leader.</p> <p>Ned. 23 Identify at least five community leaders.</p> <p>Ned. 24 Explain how community leaders help meet the various needs in their communities.</p> <p>Ned. 25 Discuss the needs that are fulfilled through energy.</p> <p>Ned. 26 Give examples of ways to be responsible for energy use/consumption</p> <p>Ned. 27 As a community leader Prepare slogans/commercials to make persons in the community aware fire safety tips.</p>	<p>Ned. l Create a pictorial representation of the story of Moses on the Nile.</p> <p>Ned. m Compose an audio or written story based on community leaders and the needs they fulfill.</p> <p>Ned. n Research two community leaders, state how they help meet the needs of their community and their work in the community.</p> <p>Ned. o Design a Want ad for a job opening of babysitter or paper boy. Including criteria of responsibility.</p> <p>Ned. p Pretend to be a community leader of their choice. Prepare a slogan/commercial to inform the community of fire safety.</p> <p>Ned. q Role-play at least three ways that one can take care of the environment.</p>	<p>🌐 The Firefighter Leaders in our community</p> <p>⬇️ Topic: Sources of Energy Strand 3: Forces and Energy Basic sources of energy: Sun, Water and Wind (pages 105-106)</p> <p>⬆️ Sub-Goal 3: Apply Biblical values and principals to everyday living Theme: Growing with Values (page 43) “A Bay in a Basket”</p> <p>🏠 Theme: Managing the Environment Standard 4.1 Sub-Goal4 -Obj. 4.4.1 (pages 48 -49)</p> <p>⬆️ Sub-goal 4 Standard 4.1</p>	<p>Appreciation, cooperation, communication, respect for others</p> <p>Observing, classifying, predicting, inferring, measuring communicating</p> <p>Empathy, commitment, reflection, analysis, evaluation, expression</p> <p>Cooperation, Advocacy, Communication, Decision making, Problem solving, goal setting, creative and critical thinking, self awareness, healthy self management</p>	<p>Creative Writing Rubric</p> <p>Community Helpers Project. Choose at least 4 community helpers complete a Community Helpers project. Conduct a research and give an oral presentation Community Helpers Project</p> <ul style="list-style-type: none"> ✓ Presented in a folder or on a poster. ✓ Include 4 to 5. community helpers ✓ Describe their uniforms ✓ List of materials/ equipments they would need to do their job. ✓ Choose your favourite community helper. ✓ Dress as you favorite community helper ✓ Give an oral and written explanation why this community helper is favourite. <p>Role Play/Presentation Rubric</p> <p>Activity Worksheets</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 2: Needs

Topic: My Needs

Essential question: How does the earth provide for our needs?

Learner Outcome	Objectives Ned.= Needs	Suggested Activities Ned.= Needs	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>‡ Recognize the forms and uses of energy provided by the sun, water and wind</p> <p>🌐 Demonstrate an appreciation for workers in the community.</p> <p>‡ Show appreciation for events that are used to show gratitude to God.</p> <p>‡ Develop an understanding of the ways to express thanks to God and others.</p> <p>‡ Recognize biblical examples of persons who were thankful.</p> <p>🏠 Analyze the influences that impact personal development.</p>	<p>Ned. 28 Categorize forms of energy and the needs they meet.</p> <p>Ned. 29 Describe the different types of energy and their uses.</p> <p>Ned. 30 Experiment to learn how people benefit from the various forms of energy.</p> <p>Ned. 31 Design a community worker collage representing services, products, or goods they provide to the community.</p> <p>Ned. 32 Give examples of biblical characters who experienced miracles/healings. (Jairus’ daughter; Ten Lepers)</p> <p>Ned. 33 Compose thankful riddles comparing their gratitude with that of biblical characters.</p>	<p>Ned. l Complete a survey. Students will conduct a survey investigating the forms of energy observed in their homes, classroom, school or community and document findings. Students will also indicate the needs that are met using these energy forms</p> <p>Ned. m Create a mural to 3 to 5 characters that experienced a miracle by the hands of Jesus. (Jairus’ family/Ten Lepers)</p> <p>Ned. n Experiment to identify the impact of wind energy on specific objectives</p> <p>Ned. o Create a flip-book reflecting forms of energy and the needs they provide.</p> <p>Ned. p Compose riddles comparing their gratitude to that of biblical characters.</p>	<p>‡ Topic: Sources of Energy Strand 3: Forces and Energy Identify and describe the forms of energy from sun, water and wind (pages 105-106)</p> <p>🌐 People who make our clothes, Lifeguard/beach warden, carpenter</p> <p>‡ Sub-Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving Thanksgiving story Explore ways to express thanks to God (pages 36-37)</p> <p>🏠 Theme: Self and Interpersonal Relationships Standard 1.3 Obj. 1.3.1 (Friendship) (pg. 37)</p>	<p>Observing, classifying, predicting, inferring, communicating</p> <p>Appreciation, cooperation, communication, respect for others</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression</p> <p>Communication, cooperation, interpersonal skills, decision making, creative thinking, critical thinking, self awareness, self acceptance</p>	<p>Assessment of tally/bar/picture graph</p> <p>Energy Resources Worksheet</p> <p>Mural Rubric</p> <p>Complete table</p>	<p>Science Curriculum</p> <p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 3: Change

Topic: Changes around me.

Essential question: What is change?

Learner Outcome	Objectives Ch.= Change	Suggested Activities Ch.+ Change	Suggested Content	Skills	Assessment/Evaluation	Resources				
<p>‡ Recognize the difference between various types of seeds and plants.</p> <p>🌐 Demonstrate an appreciation for workers in the community.</p> <p>👉 Recognize that drugs change how the body works.</p> <p>✚ Develop an appreciation for the celebration of Thanksgiving.</p>	<p>Ch. 1 Compare and contrast the seeds from various types of plants and their growth.</p> <p>Ch. 2 Experiment to compare the differences between the growths in different seeds to plants.</p> <p>Ch. 3 Associate different conditions with the growths of various seeds to plants.</p> <p>Ch. 4 Identify some plants or seeds that can be used as medicines.</p> <p>Ch. 5 List helpful and harmful drugs and their affects on the body.</p> <p>Ch. 6 Categorize some drugs used by the doctor, dentist, nurse, and pharmacist to serve the community.</p> <p>Ch. 7 Justify the need for doctors, nurses, dentists and pharmacists in the community.</p> <p>Ch. 8 Give examples of ways that we can be thankful for healthy bodies and minds.</p> <p>Ch. 9 Sequence the events of the Thanksgiving story and its importance.</p>	<p>Ch. a Observe and discuss a variety of posters, pictures or videos depicting change.</p> <p>Ch. b Plant a bean seed and monitor its growth. Write sequential steps involved in plant growth. Create a class garden and maintain it.</p> <p>Ch. c Classify types of seeds.</p> <p>Ch. d Using a worksheet students can associate specific drugs, tools, or items with specific health care professionals.</p> <p>Ch. e Compile pictures: harmful and useful drugs.</p> <p>Ch. f Debate the need for healthcare professionals and the need they fulfill.</p> <p>Ch. g Design a thankful booklet/flip book, documenting things and ways we must be thankful.</p>	<p>Topic: Plants Strand 1: Structure and Function of Living Systems</p> <p>‡ Types of seeds Comparing seeds with plants Classify seeds (page 96)</p> <p>🌐 Changes in the weather The doctor and nurse The Dentist The Pharmacist</p> <p>* Theme: Self and Interpersonal Relationships Standard 1.5 Obj. 1.5.1 (pg. 39)</p> <p>✚ Sub Goal 5: Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving -The Thanksgiving story (page 36)</p>	<p>Observing, classifying, predicting, inferring, measuring, communicating</p> <p>Appreciation, cooperation, communication, respect for others</p> <p>Communication, negotiation/refusal and advocacy, decision making, critical thinking, creative thinking, self awareness, self acceptance, healthy self management</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression</p>	<p>The Life Cycle of A Seed Journal</p> <table border="1" data-bbox="1978 394 2314 646"> <tr> <td>Useful Drugs</td> <td>Harmful Drugs</td> </tr> <tr> <td>Medicine</td> <td>Alcohol Tobacco Cigarettes Marijuana Cocaine</td> </tr> </table> <p>Chocolate, coffee, & tea (taken in moderations or not at all)</p> <p>Sequence of Biblical Stories</p> <p>A venn diagram with at least 3 difference and similarities between past and present photos.</p>	Useful Drugs	Harmful Drugs	Medicine	Alcohol Tobacco Cigarettes Marijuana Cocaine	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>
Useful Drugs	Harmful Drugs									
Medicine	Alcohol Tobacco Cigarettes Marijuana Cocaine									

Unit 3: -Changes

Topic Changes around me

Essential question: How does change affect us?

Learner Outcome	Objectives Ch..= Change	Suggested Activities Ch.+ Change	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>☉ Understand the changes in the weather.</p> <p>☉ Understand the affects of weather on the community.</p> <p>✚ Develop an understanding of the roles of various characters in the story of Jesus' birth.</p> <p>✚ Recognize the importance of the Christmas story.</p> <p>✚ Understand the effects of weather change on people</p> <p>✚ Develop an appreciation for the instruments used in understanding the weather.</p>	<p>Ch. 1 Identify changes that have occurred around them. (physically, socially and in terms of human relationships within their community)</p> <p>Ch. 2 Compare and contrast the different type of weather conditions.</p> <p>Ch. 3 Construct at least one weather instrument.</p> <p>Ch. 4 Describe ways weather affects people (dress, activities etc).</p> <p>Ch. 5 State the affects of weather conditions on people and plants.</p> <p>Ch. 6 Summarize the events of the Christmas story.</p> <p>Ch. 7 Interpret the importance of the Christmas story to our community/country.</p> <p>Ch. 8 Illustrate the roles of two characters from the story of Jesus' birth.</p> <p>Ch. 9 Infer the various weather conditions possible experienced in the Christmas story.</p>	<p>Ch. g Associate various articles of clothing with specific weather conditions.</p> <p>Ch. h Compose a poem about the changes observed over time on their island or in their community.</p> <p>Ch. i Create a booklet of the story of Jesus birth reflecting each character and the role they play in the story.</p> <p>Ch. j Discuss the Christmas story. Give a pictorial representation of the story in relation to its importance to the community/world.</p> <p>Ch. k Write a letter to one of the characters in the story from God thanking them for the role they played in welcoming his Son to the World.</p> <p>Ch. l Create various instruments used in tracking changes in weather.</p>	<p>☉ We must help others Meteorologist can also be included</p> <p>✚ Sub-Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Christmas Explain the importance of Christmas (Jesus came to change the world) Luke. 2: 1-20 (page 38)</p> <p>Topic: Weather Changes Strand 2; Changes in the Earth and Sky</p> <p>✚ How weather affects people. - Weather instruments - Precautions to take while preparing for a storm (pages 100-101)</p>	<p>National pride, cooperation, communication</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression</p> <p>Observing, classifying, predicting, inferring, measuring, communicating</p>	<p>Changes In Our Community Album ✓ Pictures must show change</p> <p>Classification worksheet</p> <p>Hurricane Preparedness Kit</p> <p>A Written Poem about the aftermath of hurricane</p> <p>Rubric for the construction of one weather instrument ✓ Operational</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Learner Outcome	Objectives Ch.= Change	Suggested Activities Ch.+ Change	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>† Develop an appreciation of the changes in the night sky moon, stars & constellations.</p> <p>‡ Recognize the significance of lights in the Christmas story.</p> <p>‡ Understand why Jesus is referred to as the Light of the World.</p> <p>‡ Understand ways to shine as lights in the world.</p> <p>‡ Recognize the components of a healthful environment.</p>	<p>Ch. 10 Illustrate how the moon changes.</p> <p>Ch. 11 Examine common constellations.</p> <p>Ch. 12 Identify and explain the significance of the lights in the Christmas story.</p> <p>Ch. 13 Compare the purpose of the lights in the night sky and ones personal lights.</p> <p>Ch. 14 Explain the components/elements of a healthful community.</p> <p>Ch. 15 Identify the which component of the healthful community do elements in the sky represent.</p>	<p>Ch. m Create models of the different stages of the moon or a model of a constellations. (Home Connection)</p> <p>Ch. n View and discuss videos of common constellations.</p> <p>Ch. o Write poems about the lights and being a light of the world.</p> <p>Ch. p Compare and Contrast photos from the past to present day.</p> <p>For example: Bay Street, Potter’s Cay</p> <ul style="list-style-type: none"> Compose a portfolio of photos, newspaper clippings depicting change in communities (old and new building, roads etc) 	<p>† Topic: Changes in the Sky Strand 2 Universe and the Solar System Differences between moon and earth Changes in the moon & moonlight Constellations (pg. 102)</p> <p>‡ Sub-Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Christmas Significance of the lights in the Christmas story. “Shepherd’s Visit” “The Bright Star” “Three Visitors” - Jesus the Light of the World. (John 9:5) “Salt and Light” (page 39)</p> <p>‡ Theme: Managing the Environment Standard 4.1 - Obj. 4.4.1 (pages 48 & 49)</p>	<p>Observing, classifying, predicting, inferring, communicating</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression, application</p> <p>Cooperation, Advocacy, Communication, Decision making, Problem solving, goal setting, creative and critical thinking, self awareness, healthy self management</p>	<p>Stages of the moon models</p> <p>Constellation Model</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Learner Outcome	Objectives Ch.= Change	Suggested Activities Ch.+ Change	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>† Understand the different forms of matter and their changes.</p> <p>† Recognize tools used to measure matter.</p> <p>† Develop an understanding of capacity</p> <p>‡ Demonstrate an awareness of various feelings or emotions people experience.</p> <p>‡ Recognize biblical examples to illustrate how to control emotions.</p> <p>‡ Understand ways to express and control their feelings and emotions.</p>	<p>Ch. 16 Explore the relationship of containing ones emotions and feelings and their effects.</p> <p>Ch. 17 Explain the effects of the changes in feelings and emotions on relationships. (Best Friends).</p> <p>Ch. 18 Describe the characteristics of solids, liquids and gases.</p> <p>Ch. 19 Associate the changes in the states of matter with specific causes.</p> <p>Ch. 20 Identify instruments used to measure the various forms of matter.</p> <p>Ch. 21 Interpret the capacity of various instruments used to measure matter.</p>	<p>Ch. r Classify objects into groups of solids, liquids and gases.</p> <p>Ch. s Construct a mobile showcasing the various types of changes that occur in solids, liquids and gases.</p> <p>Ch. t Jigsaw activity about Matter.</p> <p>Ch. u Matter Change cause and effect</p> <p>Ch. v Emotion change cause and effect</p> <p>Ch. w Design simple weather measuring instruments</p> <p>Ch. x Use a biblical example of persons who would have demonstrated control of their emotions. (Love: Good Samaritan; Anger: King Herod; Best Friends: King Saul)</p>	<p>† Topic: Measuring Matter Strand 3: Properties and Changes in Matter Measuring Matter (pages 103& 104)</p> <p>‡ Sub-Goal 3 Apply biblical values and principles to everyday living Theme: Choice -Story of King Saul - Identifying and Exploring Emotions (page 40)</p>	<p>Observing, measuring, classifying, predicting, inferring, communicating, investigating</p> <p>Empathy, commitment, reflection, respect evaluation, expression</p>	<p>Matter mobile</p> <ul style="list-style-type: none"> ✓ 3 forms ✓ Solid ✓ Liquid ✓ Gases <p>Change Writing Journal</p> <p>Picture Story Checklist/Rubric</p> <ul style="list-style-type: none"> ✓ Explain how solid changes to liquid ✓ Liquid to gas and vice versa <p>Unit Test or Revision</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 4: -Values

Topic: Our Values

Essential question: What are values?

Learner Outcome	Objectives Val.= Values	Suggested Activities Val. = Values	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>✚ Recognize the Bible as the holy word of God.</p> <p>✚ Develop an understanding of the concept of worship.</p> <p>✚ Understand scriptural passages about worshipping God.</p> <p>🏠 Recognize the components of a healthy community.</p> <p>👤 Recognize ways that people can protect and preserve their habitats.</p> <p>🌐 Understand the affects of weather on the community.</p>	<p>Val. 1 Discuss the value of the Bible, its contents and why it is the Holy Word of God.</p> <p>Val. 2 Explain the meaning of the heart of a sincere worshipper.</p> <p>Val. 3 Indicate ways in which people worship God today and in the bible.</p> <p>Val. 4 Examine the ways in which people can protect their habitat.</p> <p>Val. 5 Identify and discuss ways that a hurricane can affect their habitats</p> <p>Val. 6 Discuss ways that people show value for their habitat, community and God.</p> <p>Val. 7 Identify ways in which the community can remain healthy.</p>	<p>Val. a Read literature that displays or depicts values in fiction and non-fictional characters.</p> <p>Val. b Create a family book portraying their family values.</p> <p>Val. c Create a list of classroom values.</p> <p>Val. d Discuss poster picture of Jesus disciples and how they are working together.</p> <p>Val. e Role play a scene that depict safety. Or People in the Community helping each other after a storm.</p> <p>Val. f Conduct a survey to collect data on disposal of harmful materials, *Oil; Batteries; Old tires</p> <p>Val. g Create a mural depicting the changes in Moses' life.</p>	<p>✚ Sub Goal 1 Examine the basic beliefs and teachings of Christianity Theme: The Nature of God II Timothy 3: 16 (page 29) ✚ Sub Goal 2: Discover a sense of identity and purpose Theme : Honourig God (page 30)</p> <p>🏠 Theme: Managing the Environment Standard 4.1 -Obj. 4.4.1 (pages 48 & 49)</p> <p>👤 Topic: Habitats: Strand 1: Organisms and the Environment Describe ways people can help the habitat - Describe ways people can harm the habitat (pg. 98) 🌐 Theme 2: People who help us -We must help others.</p>	<p>Synthesis, commitment, reflection, analysis, evaluation, expression</p> <p>Cooperation, Advocacy, Communication, Decision making, Problem solving, goal setting, creative and critical thinking, self awareness, healthy self management</p> <p>Observing, classifying, predicting, inferring, communicating</p> <p>Appreciation, cooperation, communication</p>	<p>Appropriateness of listed values to the classroom.</p> <p>Accuracy of points as they relate to cooperation concept.</p> <p>Activity links to topic prompt.</p> <p>Completed poster that contains 4 food groups with 3-4 food samples in each group.</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 4: -Values

Topic: Our Values

Essential question: How do values affect how we treat others?

Learner Outcome	Objectives Val. =Values	Suggested Activities Val.= Values	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Develop an appreciation for visitors who come to our country.</p> <p>🌐 Recognize the importance of helping others and being polite.</p> <p>† Understand vectors and their effects on the community/habitat.</p> <p>✚ Develop an appreciation for the story of the Triumphant entry of Jesus into Jerusalem.</p> <p>✚ Explore the significance of the use of palm branches and the donkey</p> <p>✚ Recognize how Palm Sunday is celebrated by churches today.</p>	<p>Val. 8 State how helping or working with others can build good character and develop a sense of cooperation.</p> <p>Val. 9 Demonstrate the benefits of being courteous to visitors, family and neighbours.</p> <p>Val. 10 Identify vectors, places where vectors live and how to prevent the spread/growth.</p> <p>Val. 11 Explain and demonstrate what it means to be courteous/respectful</p>	<p>Val. h Sing the song “Working Together”.</p> <p>Val. i Create a habitat reflecting the presence of vectors and ways to rid the community of such organisms.</p> <p>Val. j Compile a booklet of pictures showing individuals caring and helping each other (families).</p>	<p>🌐Theme 1: Showing tourists around</p> <p>🌐Theme 2: Helping in our community: Being polite and friendly</p> <p>† Topic: Habitats: Strand 1; Organisms and the Environment Vectors in the habitat (pg. 98)</p> <p>✚ Sub-Goal 5: Explore celebrations of the Christian Faith Theme: Celebrating Easter - The Easter Story (Palm Sunday) (page 52)</p>	<p>Appreciation, cooperation, communication</p> <p>Observing, classifying, predicting, inferring, communicating</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression</p>	<p>Accuracy on relationship to topic.</p> <p>100% Participation</p> <p>Six models portraying the topic.</p> <p>5 pictures related to the topic (Content)</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 4: -Values

Topic: Sharing Values

Essential question: Why is it important to pass on values?

Learner Outcome	Objectives Val.=Values	Suggested Activities Val.=Val;ues	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>👉 Recognize the importance of practicing good hygiene and healthy habits to prevent diseases.</p> <p>🌐 Understand the need to practice healthy and clean habits at an early age.</p> <p>✝ Explore the theme of obedience in the Easter story</p> <p>✝ Relate the story of Jesus' resurrection.</p> <p>✝ Examine ways to celebrate Jesus' resurrection.</p>	<p>Val. 12 Discuss the importance of good hygiene</p> <p>Val. 13 Discuss the affects on the body from healthy and unhealthy eating habits.</p> <p>Val. 14 Conclude it is important to pass on values to preserve our nationality identity, culture, celebrations and ceremonies of the Christian Faith to and with family members.</p> <p>Val. 15 Explain the importance of Jesus' obedience and resurrection to the world.</p> <p>Val. 16 Relate and list personal, religious and cultural practices that have been passed on.</p>	<p>Va. k Compile a list of healthy and unhealthy habits (food , activities, hygiene).</p> <p>Va. 1 Dramatize and pantomime various scenarios that illustrate the Easter Story.</p> <p>Va. m Relate how values are passed down</p> <ul style="list-style-type: none"> -National Identity -Culture -Celebration -Ceremonies -Religious Traditions 	<p>👉 Theme: Sexuality and Sexual Health Sub Goal: 2 Standard 2.3 Objective: 2.3.1 (pg. 43)</p> <p>✝ Sub Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Easter -Obedience in the Easter Story -Matt. 26:39 (objectives 1-3) (pages 53 & 54)</p> <p>🌐 Planning a Special Project</p>	<p>Advocacy, communication, cooperation, decision making, critical thinking, creative thinking, self awareness, healthy self management</p> <p>-Interpretation, Analysis, Commitment, expression, synthesis, enquiry</p> <p>Appreciation, cooperation</p>	<p>On table list at least 5 diseases in each area (10)</p> <p>Accuracy of activity to topic.</p> <p>Multiple choice</p> <p>Cloze passages</p> <p>Short stories</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 4: -Values

Topic: Our Values

Essential question: What influences do other cultures have on our values?

Learner Outcome	Objectives Val.=Values	Suggested Activities Val.=Values	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>† Understand the difference between rocks and minerals according to colour, size and shape.</p> <p>† Explore the uses of rocks and minerals.</p> <p>† Recognize the importance of preserving our natural resources.</p> <p>🌐 Define endangered species and why we must protect all living things around us.</p> <p>✚ Understand the basic rights of children and laws that protect them.</p> <p>✚ Appreciate the importance of having laws that protect the rights of children.</p>	<p>Val. 17 Examine various rocks or pictures of rocks to decipher minerals from rocks.</p> <p>Val. 18 Distinguish between Bahamian natural resources and invasive species.</p> <p>Val. 19 Identify Bahamian natural resources and non-Bahamian natural resources.</p> <p>Val. 20 Discuss ways to preserve and protect the natural resources and protected species in our communities.</p> <p>Val. 21 Compare the protection of children in the Bahamas to that of particular plants and animals in The Bahamas.</p>	<p>Va. n Experiment with various types of rocks and minerals to determine the difference .</p> <p>Va. o Design posters on how to protect natural resources from invasive species.</p> <p>Va. p Formulate plan for developing activities to enhance respect for self and others.</p> <p>Va. q Design a clean school campaign complete with posters, poems, songs, raps, etc. promoting the protection of natural resources and protected animals, land parks and children.</p>	<p>† Topic: Earth’s Resources Strand 2: Properties and Structure of Earth Rocks & Minerals - What are rocks? -What are minerals? -Identifying Rocks and Minerals (pg. 99)</p> <p>🌐 Protecting living things around us</p> <p>✚ Sub Goal 4: Develop an appreciation for living in a community Theme: Rights/Responsibilities Objective 1 & 2 - Child Protection Act 2007 - Unite Nations Rights of Children (page 48)</p>	<p>Investigation, observing, classifying, inferring, predicting, hypothesizing, interpreting.</p> <p>-Classifying, questioning</p> <p>-Self –understanding, Expression, evaluation, application</p>	<p>Mini Project, “How different culture influences our values</p> <ul style="list-style-type: none"> • Define the term • Talk about different cultures • State how these culture affect their values etc. <p>Posters on natural resources from invasive species (child friendly) for full points.</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Learner Outcome	Objectives Soc. = Socialization	Suggested Activities Soc.= Socialization	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Develop an appreciation for living with others.</p> <p>🏠 Recognize the importance of promoting peace at home, in school, and the community.</p> <p>🌱 Recognize and know plants and animals relative to a specific land habitat. (schoolyard and backyard)</p> <p>👪 Understand the importance of caring for family members.</p> <p>👪 Recognizing the importance of caring for family members (Ruth & Naomi)</p> <p>👪 Understand what would happen if family members did not neglect each other.</p>	<p>Soc. 1 Produce a definition for the word habitat.</p> <p>Soc. 2 Classify the various habitats.</p> <p>Soc. 3 Compare the importance of getting along with others and the relationship of organisms in a habitat.</p> <p>Soc. 4 Give examples of people and organisms living in peace.</p> <p>Soc. 5 Demonstrate ways that they can encourage peace in society.</p> <p>Soc. 6 Describe the roles of family members and how it can affect their relationships.</p> <p>Soc. 7 Express the importance of caring for family members.</p> <p>Soc. 8 Modify the story of Ruth and Naomi to reflect the relationships of today's families.</p>	<p>Soc. a Write a list of ways to get along with others.</p> <p>Soc. b Compose a story that shows them getting along with others.</p> <p>Soc. c Create a "Peace" poster promoting ways to live peacefully.</p> <p>Soc. d Associate plants and animals with their specific habitats/homes and associate leaders with their specific roles.</p> <p>Soc. e Design a diorama of a habitat of choice</p> <p>Soc. f Retell or modify the story of Ruth and Naomi</p> <p>Soc. g Create flyers to encourage families to care for and support each other.</p>	<p>🌐 Leaders in the Community</p> <p>🏠 Theme: Self and Interpersonal Relationships Standard 1.4 Objective 1.4.1 (pg. 38)</p> <p>🌱 Topic: Habitats Strand 1: Organisms and the Environment Land Habitats (pg. 97)</p> <p>👪 Sub Goal 4: Develop an appreciation for living in a community Theme: Caring for God's Creation (page 47)</p>	<p>-Respect, Nation building</p> <p>-Cooperation, Advocacy, Communication, Decision making, Problem solving, goal setting, creative and critical thinking, self awareness, healthy self management</p> <p>Classifying, Observing, Inferring, Predicting, Communicating</p> <p>Interpretation, Reflection, commitment, Respect, Expression,</p>	<p>Writing rubric ✓</p> <p>Checking for use of good manner words:</p> <ul style="list-style-type: none"> • Thank you • Good morning • Please etc. <p>Rubric ✓ Creativity ✓ Peace elements</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 5: -Socialization

Topic: Living and Working together

Essential question: Why and how do we socialize with others?

Learner Outcome	Objectives Soc. = Socialization	Suggested Activities Soc.= Socialization	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>‡ Explore bodies of water and know the specific animals and plants that live in those specific habitats/homes.</p> <p>🌐 Recognize the role of groups in the community.</p> <p>👉 Demonstrate appropriate ways to prevent conflicts.</p> <p>👉 Demonstrate willingness to resolve conflicts peacefully.</p> <p>‡ Understand patience is an importance virtue.</p> <p>‡ Develop an appreciation for biblical characters who would have exhibited patience.</p> <p>‡ Demonstrate patience in everyday situations</p>	<p>Soc. 9 Differentiate between the animals and plants that live in pond or salt water habitats.</p> <p>Soc. 10 Explain the differences in the characteristics of each body of water.</p> <p>Soc. 11 Deduce that differences is the foundation of conflicts.</p> <p>Soc. 12 Relate various conflicts and possible ways to prevent them.</p> <p>Soc. 13 Determine the role of patience in conflict resolution.</p> <p>Soc. 14 Discuss the meaning of the word patience and how it can be exhibited.</p> <p>Soc. 15 Create a profile of a biblical character who exhibited patience.</p> <p>Soc. 16 State ways that exhibiting patience affects interactions in groups within the community.</p> <p>Soc. 17 Recommend a community group to join with justification of the choice.</p>	<p>Soc. h Complete a comparison chart of community groups and their members and organisms and their homes/habitats.</p> <p>Soc. i Create a collage of a water habitat</p> <p>Soc. j Design a cartoon strip illustrating steps to prevent and resolve conflicts.</p> <p>Soc. k Using pictures, adjectives, and sentences, design a character profile of a patient character from the bible.</p> <p>Soc. l Journal ways that exhibiting patience can be beneficial in everyday life/groups.</p> <p>Soc. m Compose and acrostic with the word patience.</p>	<p>‡ Topic: Habitats Strand 1: Organisms and the Environment Land Habitats - Water Habitats (pg. 97)</p> <p>🌐 Joining special groups</p> <p>👉 Theme: Self and Interpersonal Relationships Standard 1.4 Objective 1.4.1 (pg. 38)</p> <p>👉 Theme: Sexuality and Sexual Health Standard 2.3.1 (pg. 43)</p> <p>‡ Sub-Goal 3: Apply biblical values and principles to everyday living Theme: Growing with Values - Story of Abraham -Story of Job (page 46)</p>	<p>‡ Observing, Classifying, Inferring, Communicating</p> <p>🌐 Observe, Compare family patterns</p> <p>👉 Communication, Interpersonal skills and Cooperation; Decision Making, Problem Solving Critical , Conflict Resolution, Self-awareness, Self-acceptance</p> <p>‡ Empathy, Expressions, Investigation, Evaluation</p>	<p>Project Rubric</p> <p>Composition Rubric</p> <p>.. Completion of Comparison chart with at least 3 similarities and differences.</p> <p>Cartoon Strip Rubric</p> <p>✓ Correct steps in resolving conflicts.</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Learner Outcome	Objectives Soc, = Socialization	Suggested Activities Soc.= Socialization	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Understand the importance of maps, symbols and keys.</p> <p>🌐 Recognize the importance of being polite and friendly.</p> <p>📖 Recognize the importance of friendship.</p> <p>📖 Understand the importance of maintaining friendships through effective communication.</p> <p>🔍 Explore scriptures related to being courteous.</p> <p>🔍 Understand the meaning of the word courteous.</p> <p>🔍 Develop an awareness of good manners when communicating with others.</p>	<p>Soc. 18 State the definition of the term good manners.</p> <p>Soc. 19 Give examples of ways to demonstrate courtesy to others.</p> <p>Soc. 20 Explain scriptures related to courtesy.</p> <p>Soc. 21 State the importance of good manners.</p> <p>Soc. 22 Interpret the meaning of quotes related to being courteous.</p> <p>Soc. 23 Relate ways that courtesy and good manners affect friendship.</p> <p>Soc. 24 Compose a poem stating how friends should communicate with each other.</p> <p>Soc. 25 Examine ways that we should interact with visitors.</p>	<p>Soc. n Create good manners stickers to share with friends.</p> <p>Soc. o Compose a song about being courteous to others. .</p> <p>Soc. p Dramatize being friendly to visitors.</p> <p>Soc. q Compose poems about friendships.</p> <p>Soc. r Create a commercial using quotes on courtesy to attract tourists to our country.</p>	<p>🌐 Being Polite and Friendly</p> <p>🌐 Let's Make a Map</p> <p>📖 Theme: Self and Interpersonal Relationships Standard 1.3.1 (pg. 37)</p> <p>🔍 Sub- Goal 3: Apply biblical values and principles to everyday living Theme: Growing with Values -1 Pet. 3:8, Col. 4:6 , Eph. 4:32 Pleasant in manner and Speech -Good Manners (pages 41-42)</p>	<p>👁 Observing, Classifying, Inferring, Communicating</p> <p>📖 Communication, Interpersonal skills and Cooperation; Decision Making, Conflict Resolution, Critical and Creative thinking, Self-awareness, Self-acceptance</p> <p>🔍 Reflection, Empathy, Respect</p>	<p>Poster Rubric at least 3 ways to preserve environment</p> <ul style="list-style-type: none"> Do not throw litter on the ground Reduce, Reuse, Recycle <p>Correct representations of feelings on paper plates.</p> <p>Book Checklist</p> <ul style="list-style-type: none"> ✓ Picture of endangered species ✓ Name of endangered species ✓ At least 2 ways to prevent extinction. 	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Recognize the differences between communicable and non- communicable diseases.

‡ Explore the uniqueness of magnet attraction.

Topic: Sources of Energy
Strand 3: Forces and Energy
Magnets
(pg. 106)

Sub-Goal 3: Apply Biblical values and principles to everyday living

Theme: Growing with Valuesdr
(Pg.44-45)

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Rights/Responsibilities
(Pg. 49)

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Love and /or Forgiveness
(Pg.50-51)

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Respect

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Pentecost/Whitsun

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