

The Asian International School – Curriculum Mapping

Level: Flyers

Subject: Social Studies

Revised: July 2015

Month	Weeks		Core Standard	Strand	Content	Skills	Activities	Assessments
Aug	1	03/8 – 07/8	1.5D	Use primary and secondary sources to examine the past and present	An overview on Social studies: Sociology, history, geography, economics.	Listening, Speaking.	Mind map.	-Activities orally. -Give suggestions. -Questions.
	2	10/8 – 14/8	3.5E	Describe factors that influence locations of human populations	Science 5: Population (page 38).	Reading, speaking.	-Finding information. - Distinguish between urban and rural are	-Give suggestions. -Questions. -Games
	3	17/8 – 21/8	3.5E	Describe factors that influence locations of human migration	Science 5: migration (page 39).	Reading, speaking.	-Finding information. - Students to work on content and language development on 39	-Games
	4	24/8 – 28/8	3.5E	Population	Science 5: Population characteristics (page 40) Additional material regarding population in, past and present in Vietnam	Reading, speaking.	-Finding information. - Ticking.	-Give suggestions. -Questions.
Sep	5	31/8 – 04/9	7.5E	Describe how trade affects the way people earn their living in regions of the world	Science 5: The economy (page 41)	Reading, speaking.	-Finding information. - Explain what active and inactive populations are	-Give suggestions. -Questions.
	6	07/9 – 11/9	7.5F	Describe how trade affects the way people earn their living in regions of the world	Science 5: The primary sectors in Spain (page 42) Additional material regarding the specific economy of Vietnam	Reading Speaking Listening	-Finding information. - Students to work on content and language development on page 42.	-Give suggestions. -Questions.

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	7	14/9 – 18/9	3.5F	Describe and explain various types and patterns of settlement and land use	Science 5: The service sector in Spain (page 43) Additional material regarding the specific sector of Vietnam	Reading Speaking Listening	-Handouts -Working in teams	-Games -Questions -Give suggestions
	8	21/9 – 25/9 (Review)	3.5E	Describe factors that influence human migration	-Population -Migration	Reading Speaking Listening	-Students to identify two types of population -Students to identify internal migration & international migration	Games -Questions -Give suggestions
Oct	9	28/9 – 02/10 Midterm Test						
	10	05/10 – 09/10	3.5H	Define regions by their human and characteristics	Ladders: Welcome to Brazil (page 3 to 6)	Reading Speaking	Answer the questions	-Students talk about what they know about Brazil and its people
	11	12/10 – 16/10	4.5E	Explain the elements of culture	Ladders: Welcome to Brazil (page 9&15)	Reading Speaking Listening	Scan for information in page 9&15.	-Preparing the pictures.
	12	19/10 – 23/10	5.5G	Describe socialization and opportunities for choice in personal identity	Teacher teaches about Jane Addams. Teacher can use Ladders: Make a difference (p.2 to 5) if needed.	Speaking, listening	Give opinions	-Students to talk about what they think of the story
	13	26/10 – 30/10	5.5G	Describe socialization and opportunities for choice in personal identity	Ladders: Make a difference (page 6 to 9)	Speaking Listening	Give opinions	-Students to talk about what they think of the story

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Nov	14	02/11 – 06/11	4.5E	Explain the elements of culture	Ladders: Birthday celebrations (page 2 to 5)	Reading Speaking.	Students to read out loud the information in page 2 to 5.	-Questions
	15	09/11 – 13/11	4.5E	Explain the elements of culture	Ladders: Birthday celebrations (p.10, 11, 16,17)	Reading Speaking.	-Handouts -Working in teams	-Games
	16	16/11 – 20/11	1.5D	Identify and use primary and secondary sources to examine the past and the present	Teacher prepares materials to teach Primary and Secondary source to examine the past and the present. Teacher can use Ladders: Speak out (p.2 & 3) for more information.	Reading, listening.	-Answer the question. -Pictures.	-Questions
	17	23/11 – 27/11 (Review)	4.5F	Explain the elements of culture	-Welcome to Brazil -Make a difference -Birthday celebrations		-Students to identify the Yanorami living conditions -Students to identify the Carnival -Students to write about Jane Addams -Students to list out some ways to say “happy birthday” that they like.	Hand-outs
Dec	18	30/11 – 04/12 (Final Term Test)						
	19	07/12 – 11/12 (Test Correction)						

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	20	14/12 – 18/12 (School Report)						
	21	21/12 – 25/12	2.5C	Explain the major ways groups, societies, and nations interact with one another	Science 5: The middle ages (p.47)	Reading Listening	-Finding information	-Questions. -Picture
	22	28/12 – 01/12	2.5C 6.5I	Explain the major ways groups, societies, and nations interact with one another Major political systems	Science 5: Al Andalus (p.48) Additional material regarding the past interactions of Vietnam and its neighbors	Reading Listening	-Finding information	-Questions -Pictures -Games
Jan	23	04/1 – 08/1	6.5I	Major political systems	Science 5: The Christian kingdoms (p.49) Additional material regarding the historical (1500-1800) political development of Vietnam	Reading, listening	-Handouts. -Games.	-Explanation. -Questions.
	24	11/1 – 15/1	8.5E	Describe the changes associated with new technological development.	Science 5: Prehistory and antiquity (p.44) Additional material regarding the historical development of Vietnam	Reading, listening	-Handouts. -Games.	-Students to imagine and draw some pictures about the people in Prehistory time
	25	18/1 – 22/1	6.5I	Major political systems	Science 5: The Iberian peninsula in pre-Roman times (page 45) Additional material regarding the historical (1500-1800) political changes within Vietnam	Reading Speaking Listening	-Finding information	-Giving suggestion -Games

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	26	25/1 – 29/1	2.5C	Explain the major ways groups, societies, and nations interact with one another	Science 5: Roman Hispania (page 46) -Teacher prepares pictures to describe the Roman times its technological developments and conquests.	Reading, listening Speaking	-Finding information -Pictures	-Questions
Feb	OFF	01/2 – 05/2						
	OFF	08/2 – 12/2						
	27	15/2 – 19/2	8.5E	Describe instances in which changes in values, beliefs, and attitudes have resulted from the new scientific knowledge and from technological knowledge	Science 5: Roman Hispania (architecture) -Teacher to prepare pictures about Roman architecture and its effects on culture and society.	Reading, Speaking	-Do the exercise - Students to do the content and language development in groups (4 groups/class)	-Questions -Give suggestions
	28	22/2 – 26/2	6.5J	Explain different ways to resolve conflict	- The Middle Ages - The Iberian peninsula in pre-Roman times - Additional material regarding major historical (1500-1800) conflict in Vietnam	Reading, Speaking	-Students to write about the invasion of German tribes - Students to do exercise about The Iberian peninsula in pre-Roman times	-Questions

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Mar	29	29/2 – 04/3 (Review)	4.5H	Describe the advantages and disadvantages of cultural diversity	- The Middle Ages - The Iberian peninsula in pre-Roman times Additional material regarding differing historical cultures within Vietnam.	Reading, Speaking	-Students to write about the invasion of German tribes - Students to do exercise about The Iberian peninsula in pre-Roman times	-Questions
	30	07/3 – 11/3 (Midterm Test)						
	31	14/3 – 18/3	8.5 E	Describe instances in which changes in values, beliefs, and attitudes have resulted from the new scientific knowledge and from technological knowledge	Teacher teaches about some achievements and technologies Teacher can use Ladders: Speak out (p.12, 13) for more information	Listening Reading Speaking	-Pictures -Students to talk about some kinds of technology things nowadays.	- Questions
	32	21/3 – 25/3	3.5F	Describe and explain various types and patterns of settlement and land use	Ladders: Great plain, where on Earth? (p.4&5)	Reading	-Handouts -Students to write some information about the place on the maps given.	-Teacher to prepare maps for students
	33	28/3 – 01/4	3.5F	Describe and explain various types and patterns of settlement and land use	Ladders: Great plain, where on Earth? (p.10&11)	Reading Speaking	-Handouts -Students to talk about the big three	-Questions
Apr	34	04/4 – 08/4	3.5F	Describe and explain various types and patterns of settlement and land use	Ladders: Living on the plain (p.3, 4, 5)	Reading Speaking	-Handouts -Answer the questions	-Questions

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	35	11/4 – 15/4	3.5F	Describe and explain various types and patterns of settlement and land use	Ladders: Living on the plain (p.16 & 17)		-Handouts -Answer the question -Students to talk about Amanda	-Questions
	36	18/4 – 22/4 (School Report)						
	37	25/4 – 29/4 (Review)		Describe and explain various types and patterns of settlement and land use	- Great plain, where on Earth? - Speak out Living on the plain	Reading Speaking	-Students to identify communication in Early Civilization -Students to write about Internet. -Students to write about how the Prairie live	
May	38	02/5 – 06/5 (Final Term Test)						
	39	09/5 – 13/5 (Test Correction)						
	40	16/5 – 20/5	7.5E	Describe how trade affects the ways people earn their living in regions of the world	Ladders: Gulf coast (p.2&3)	Reading Listening	-Handouts -Students to work in groups	-Questions
	41	23/5 – 27/5	7.5E	Describe how trade affects the ways people earn their living in regions of the world	Ladders: Gulf coast (p.10, 11, 12)	Reading Listening Speaking	-Pictures -Students to work in groups	-Questions
	42	30/5 – 31/5	7.5E	Describe how trade affects the ways people earn their living in regions of the world	Ladders: North Atlantic coast (page 10, 11, 12)	Reading Listening Speaking	-Pictures -Students to work in groups	-Questions