

# The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Social Studies

Revised: July 2015

| Month | Weeks | Core Standard | Strand | Content  | Skills   | Activities           | Assessments  |
|-------|-------|---------------|--------|--|--|----------------------|--|
| Aug   | 1     | 03/8 – 07/8   |        |  | An overview on Social studies: Sociology, history, geography, economics.   | Listening, Speaking. | Mind map.<br>-Activities orally.<br>-Give suggestion.<br>-Questions.   |
|       | 2     | 10/8 – 14/8   | 3.5C   | Apply concepts such as location, distance, direction.                                    | Science 4: Oceans & Continents (page 40).  | Reading, speaking.   | Fill in the blanks.<br>-Teacher elicits from students.                 |
|       | 3     | 17/8 – 21/8   | 3.5C   | Apply concepts such as location, distance, direction.                                    | Asia: countries, population, cardinal points within Asia. Teacher prepares materials.  | Reading, speaking.   | Handouts.<br>-Students talk about the countries within Asia.           |
|       | 4     | 24/8 – 28/8   | 4.5D   | Identify various aspects of national characteristics                                     | Ladders: Welcome to India (page 2&3)   | Reading, listening.  | -Finding information.<br>-Games.<br>-Write what they know about India. |
| Sep   | 5     | 31/8 – 04/9   | 5.5E   | Identify ways that cultures influence people's daily lives                               | Ladders: Welcome to India (page 12, 13, 15)  | Reading, listening.  | -Finding information.<br>-Games.<br>-Write what they know about India  |
|       | 6     | 07/9 – 11/9   | 3.5C   | Apply concepts such as location, distance, direction                                     | Science 4: Europe. Additional material regarding Asia and Vietnam. (page 41)   | Reading, speaking.   | -Maps.<br>-Finding information<br>-Answer the questions.               |
|       | 7     | 14/9 – 18/9   | 4.5D   | Describe how cultural contributions from various groups have formed a national identity. | Science 4: Unit 11, Page 37, 38, 39<br>Spain: culture, foods, sports, bullfighters. Additional material regarding the culture and national characteristics of Vietnam<br>Teacher prepares materials. | Reading, speaking.   | -Maps.<br>-Answer the questions.                                       |

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|     | 8  | 21/9 – 25/9<br>(Review)                      |      |   |   |                       |  |   |   |
|-----|----|--|------|---|---|-----------------------|--|---|---|
| Oct | 9  | 28/9 – 02/10<br>(Midterm Test)<br>40 minutes |      |   |   |                       |  | <p>Students identify Asia as a continent and various countries indicated on a map.</p> <p>Students identify countries in East Asia.</p> <p>Students identify the main religions of India and the caste system.</p> <p>Students identify Spain as a member of the European union and identify its cultural traditions are.</p> | <p>Paper-based</p> <p>Multiple choice</p> <p>Matching</p> |
|     | 10 | 05/10 – 09/10                                | 3.5C | Apply concepts such as location, distance, movement and religion. | Ladders:<br>Andrew’s Antarctic adventure (page 18& 19).                                       | Reading,<br>speaking. | <p>Compare and contrast between things in page 17.</p> <p>Teacher uses information on page 16&amp;17 to teach about Andrew</p> | -Talking about what to prepare for a trip to the South Pole.  |   |
|     | 11 | 12/10 – 16/10                                | 3.5C | Apply concepts such as location, distance, movement and religion. | Ladders:<br>Andrew’s Antarctic adventure (page 19&20).  | Reading,<br>speaking. | -Teacher teaches about some regions that Andrew crosses by on the way to Antarctica  | -Questions.   |   |
|     | 12 | 19/10 – 23/10                                | 3.5C | Apply concepts such as location and religion.                     | City parks: page 2&3  | Speaking,<br>writing. | Talk about the city parks (notice Vietnam’s parks).  | -Teacher teaches key words and let students write about their favorite parks.   |   |
|     | 13 | 26/10 – 30/10                                | 3.5C | Apply concepts such as location and religion.                     | City parks: page 4,5,10. Additional material regarding Hanoi’s Hoan Kiem Lake and HCMC Parks. | Reading,<br>speaking. | Answer the questions.  | -Present about the Central Park.  |   |

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| Nov | 14 | 02/11 – 06/11                      | 7.5D | Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services. | Ladder: Make a difference.<br>Community gardens page 20, 21, 22.<br>Addition material regarding Vietnam's family-run mixed farming practices. | Reading, speaking.  | Students read out loud the information in page 20,21,22.  | -Presenting what are the goods thing about Community Gardens. |
|     | 15 | 09/11 – 13/11                      | 3.5D | Human-made features  | Ladders: Nature's genius page 4&5.  | Reading, listening. | -Answer the question.<br>-Pictures.   | -Finding other examples and presenting.                       |
|     | 16 | 16/11 – 20/11                      | 3.5D | Describe ways that the earth's physical and human-made features have changed over time.                                    | Ladders: Nature's genius page 22&23.  | Reading, listening. | -Answer the question.<br>-Pictures.   | -Finding other examples and presenting.                       |
|     | 17 | 23/11 – 27/11<br>(Review)          |      |  |   |                     |   |   |
| Dec | 18 | 30/11 – 04/12<br>(Final Term Test) |      |  |   |                     | Students name a park in a number of cities already named.<br><br>Students identify why people use parks.<br>Students identify why gardens are useful to people. | Paper-based<br>Multiple choice<br>Matching                    |
|     | 19 | 07/12 – 11/12<br>(Test Correction) |      |  |   |                     |   |   |
|     | 20 | 14/12 – 18/12<br>(School Report)   |      |  |   |                     |   |   |

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|     | 21 | 21/12 – 25/12 | 1.5C<br>2.5B | - Identify causes and effect relationships in history.<br>- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. | Talking walls software:<br>The American war.<br>Why a Vietnamese war?<br>Causes and effects. | Reading,<br>listening,<br>speaking. | -Questions to answer.                | -Comprehension. |
|     | 22 | 28/12 – 01/1  | 1.5C<br>2.5B | - Identify causes and effect relationships in history.<br>- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. | Talking walls software:<br>The American war.<br>Why a Vietnamese war?<br>Causes and effects. | Reading,<br>listening,<br>speaking. | -Questions to answer.                | -Comprehension. |
| Jan | 23 | 04/1 – 08/1   | 1.5C<br>2.5C | - Identify causes and effect relationships in history.<br>- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations  | Talking walls software:<br>Aboriginal Wall Art.<br>Who were the aboriginal people.           | Reading,<br>listening,<br>writing.  | -Question games divided into teams . | -Comprehension  |

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|--|----|-------------|----------------------|--|---|------------------------------|---------------------------------------|--------------------------------|
|  |    |             |                      | in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.   |   |                              |                                       |                                |
|  | 24 | 11/1 – 15/1 | 1.5C<br>2.5C         | <ul style="list-style-type: none"> <li>- Identify causes and effect relationships in history.</li> <li>- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</li> </ul>  | Talking walls software: Aboriginal wall Art. Who were the aboriginal people.                  | Reading, listening, writing. | -Question games divided into tennis . | -Give ideas on the main theme. |
|  | 25 | 18/1 – 22/1 | 1.5B<br>1.5C<br>2.5B | <ul style="list-style-type: none"> <li>- Describe changes in society</li> <li>- Identify causes and effect relationships in history.</li> <li>- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</li> </ul> | Talking walls software: Nelson Mandela’s Prison walls. -Why imprisoned? -Apartheid. - Freedom | Reading, listening.          | -Games                                | Comprehension.                 |

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|            |            |                    |                      |  |   |                                    |   |                               |
|------------|------------|--------------------|----------------------|--|---|------------------------------------|---|-------------------------------|
|            | <b>26</b>  | <b>25/1 – 29/1</b> | 1.5B<br>1.5C<br>2.5B | <ul style="list-style-type: none"> <li>- Describe changes in society</li> <li>- Identify causes and effect relationships in history.</li> <li>- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</li> </ul> | Talking walls software:<br>Nelson Mandela’s<br>Prison walls.<br>-Why imprisoned?<br>-Apartheid.<br>-Freedom | Reading,<br>listening.             | Comprehension.                                  | Comprehension.                |
|            | <b>OFF</b> | <b>01/2 – 05/2</b> |                      |  |   |                                    |   |                               |
|            | <b>OFF</b> | <b>08/2 – 12/2</b> |                      |  |   |                                    |   |                               |
| <b>Feb</b> | <b>27</b>  | <b>15/2 – 19/2</b> | 1.5B<br>1.5C<br>2.5B | <ul style="list-style-type: none"> <li>- Describe changes in society</li> <li>- Identify causes and effect relationships in history.</li> <li>- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</li> </ul> | Talking walls software:<br>The Lascaux cave   | Reading,<br>listening,<br>writing. | -Pictures for class to identify.<br>-Questions. | Give ideas on the main theme. |

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|     | 28 | 22/2 – 26/2                   | 1.5B<br>1.5C<br>2.5B | <ul style="list-style-type: none"> <li>- Describe changes in society</li> <li>- Identify causes and effect relationships in history.</li> <li>- Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</li> </ul> | Talking walls software:<br>The Lascaux cave   | Reading,<br>listening,<br>writing. | Pictures for class to identify.<br>-Questions. | Give ideas on the main theme.              |
|     | 29 | 29/2 – 04/3<br>(Review)       |                      |  |   |                                    |  |  |
| Mar | 30 | 07/3 – 11/3<br>(Midterm Test) |                      |  | <ul style="list-style-type: none"> <li>-Students identify why there is a Vietnam war memorial in Washington.</li> <li>-Students identify who was Nelson Mandela and why he was imprisoned.</li> <li>-Students identify the basic elements of the apartheid system in South Africa.</li> <li>-Students identify aboriginal wall art in Australia and the origin of the Aboriginal people.</li> </ul> |                                    |  | Paper-based<br>Multiple choice<br>Matching |

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|     | 31 | 14/3 – 18/3                      | 2.5B, 4.5D | Explain varied causes and effects of conflict and cooperation among groups               | Talking Walls software:<br>Intro to Taos Pueblo:<br>Where they live<br>They are different to white settlers who came later | Reading<br>Listening | Taos Pueblo<br>Beyond the Walls   | Comprehension                              |
|     | 32 | 21/3 – 25/3                      | 4.5D       | Describe how cultural contributions from various groups have formed a national identity. | Talking Walls software:<br>Tao Pueblo:<br>People<br>Culture  | Reading<br>Listening | Questions to answer   | Comprehension                              |
|     | 33 | 28/3 – 01/4                      | 6.5D, E, H | Elements of major political systems  | Science 4:<br>Government institutions (Page 42)  | Listening<br>Reading | Matching exercises  | Check exercises<br>Activity book           |
| Apr | 34 | 04/4 – 08/4                      | 6.5D, E, H | Elements of major political systems in host country                                      | Government and politics in Vietnam<br>Teacher prepares materials.  | Research information | Presentation  | Check and review presentation              |
|     | 35 | 11/4 – 15/4                      | 6.5F       | Citizenship  | The rights and responsibilities of Vietnamese citizens<br>Teacher prepares materials.                                      | Research information | Presentation  | Check and review presentation              |
|     | 36 | 18/4 – 22/4<br>(School Report)   |            |  |  |                      |   |  |
|     | 37 | 25/4 – 29/4<br>(Review)          |            |  |  |                      |   |  |
| May | 38 | 02/5 – 06/5<br>(Final Term Test) |            |  |  |                      | Students identify Asia as a continent and various countries indicated on a map.<br>Students identify the main religions of India and the caste system.<br>Students identify why | Paper-based<br>Multiple choice<br>Matching |



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|           |  |      |                       |  |                      |                                | gardens are useful to people.<br>Students identify identify basic causes of American/ Vietnam War.<br>Students identify aboriginal wall art in Australia and the origin of the Aboriginal people. |  |
| <b>39</b> | <b>09/5 – 13/5<br/>(Test Correction)</b> |      |                       |  |                      |                                |   |  |
| <b>40</b> | <b>16/5 – 20/5</b>                       | 8.5D | Changes in technology | Science 4:<br>Page 48                                  | Reading<br>Listening | Reading comprehension<br>Match | Check and review workbook exercises   |  |
| <b>41</b> | <b>23/5 – 27/5</b>                       | 8.5D | Changes in technology | Science 4:<br>Page 43<br>The development of mass media | Reading<br>Listening | Students to answer questions   | Check and review workbook exercises   |  |
| <b>42</b> | <b>30/5 – 31/5</b>                       |      |                       |  |                      |                                |   |  |