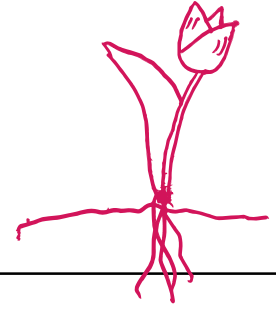


# AEC PRIMARY Pacing Guide

## *Cycle 1: Great Lessons, The Americas, The Judicial System Math, Probability, Bacteriology & Economics*



February - March		
Theme: Courtesy		
Country of Focus: United States of America (Georgia & Cherokee Nation), Chile and Peru in South America		
Stories: The Story of Bacteria, The Story of South America, The Story of Chile, The Story of Peru, The Story of the Cherokee Cases		
Subject	Standards (For Reference Only)	Lessons (What You Teach)
Geography, Humans and Their Environment	<p>K.SOC.16. [K.7a] Demonstrates understanding of how climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live</p> <p>K.SOC.16. Indicators:</p> <p style="margin-left: 20px;">a. Correctly uses words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between)</p>	<p><b>A. Further Exploration of The United States of America:</b> Please review and present this if not already presented this year.</p> <ol style="list-style-type: none"> <li>1. Let's Examine the United States as a place. Why do we call it the United States?</li> <li>2. We are all united in the mission of fairness (justice) and freedom (liberty).</li> <li>3. Do we remember how our needs are met? What are our Fundamental Needs as little humans?</li> <li>4. How does where you live impact those needs?             <ol style="list-style-type: none"> <li>a. Using a map, show Learners the different STATES and CLIMATE ZONES of the U.S. You can tie this into Georgia and the Southeastern Region of the U.S. How does it differ from New</li> </ol> </li> </ol>

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	<p>b. Illustrates how weather affects people and communities</p> <p>K.SOC.18. [K.8a] Develops an understanding of how people use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past</p> <p>K.SOC.18. Indicators:</p> <p>a. Retells a story and explains the value, idea, tradition, or important event that is expressed</p> <p>PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool</p> <p>K.SCI.12. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool</p>	<p>York?</p> <p>5. Indicate which zones are temperate, torrid or frigid (tundra). These charts are available in Elementary or you can simply make an easier one based on those charts.</p> <p>6. Where do the Learners live? Where would they like to visit?</p> <p>7. CHOOSE THREE STATES in America that have very different climates. MAKE A PICTURE TOUR of these places.</p> <p>8. Working together MAKE A COLLAGE OR CHART showing these different ways of living, sleeping, working and even schooling! Children in Hawaii for instance don't wear shoes to school and their windows are always open!</p> <p>a. With the Learners, try opening all your windows!</p> <p>b. Wear no shoes outside for a short period of time.</p> <p>c. Eat seaweed for lunch (you can purchase packets of Nori at the store).</p> <p>d. Would these things work in NY?</p> <p>e. Try this with another state like Alaska!</p> <p>9. What are the resources (define) of America? These are the things that grow or exist here that we can use to make for ourselves or share with other people.</p> <p>10. Using the Ateilia, what can a Learner make to represent the resources of America?</p> <p>11. We have rules and laws to protect our resources. We want everyone to use them fairly and live here following the same fair rules.</p>
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	<p>PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p> <p>K.SCI.13. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p> <p>K.SCI.13. Indicators: a. Draws, invents, and/or constructs a solution to a simple problem (e.g., tape a cardboard ramp to drive a car up to a higher level; sketch a new walkway to the playground)</p> <p>PK.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs</p> <p>K.SCI.14. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs</p>	<p>a. <b>We call this a Constitution! And we are the only country in the world that has a very specific constitution that protects everyone!</b></p> <p>b. <b>SHOW pictures of the Constitution. Would we like to make a CONSTITUTION FOR OUR CLASS?</b></p> <p><b>B. Visit the AUGMENTED REALITY SANDBOX in SMALL GROUPS to make a DETAILED map of the United States of America, our states and our resources.</b></p> <ol style="list-style-type: none"> <li>1. There are many new resources in the ARS room including maps, materials and flags.</li> <li>2. Learners can create rivers, mountains and show how food and transportation availability exist in America.</li> <li>3. Use the THREE STATES you've spoken about to show how different they are and how people live differently even in our own country.</li> <li>4. Photograph this visit and their work.</li> </ol> <p><b>C. HUMAN WANTS VS. NEEDS</b></p> <p>Recently we discussed the fundamental needs of humans from around the world and most especially here in the U.S.! We know that food, shelter, clothing, and protection are some human needs.</p> <ol style="list-style-type: none"> <li>1. What do we call things in our environment that we don't need, but would like? Yes, we call those wants. Wants are things that we desire to possess or do. What are some of your wants?</li> <li>2. Provide Learners with images or artifacts that represent wants and needs. Lay out the titles 'wants' and 'needs' at the top of the mat</li> <li>3. and ask students to sort. Encourage discussion!</li> <li>4. Alternatively, have Learners look around the classroom, find one want and one need, and then place/sort them on the rug. Again,</li> </ol>
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have a discussion.

5. Overtime, people have changed the physical environment to meet their wants and needs. For instance, people have built houses for shelter. People have built dams to provide water for towns.
  - i. Show a tactile example of a dam.
  - ii. Water is a need so we have changed our environment to get water to certain places.
6. Can you think of other ways humans have changed the environment to meet needs?
7. What about wants? Have conversations around things like malls. Do they meet our wants, needs, or both?

