

**Curriculum Writing Notes:**

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise). Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade 1 Social Studies	Social Studies	Grade 1	N/A
<b>Course Description:</b>			
<p>Communities in Connecticut aim to engage in and advance democratic principles. In this unit, first graders will seek to understand the role of democratic principles in local, national, and many global communities. Students will explore their role in classroom procedures as well as examine the rules and roles of the communities that they are engaged in. Students will also create and analyze compelling questions about communities, identify facts to answer compelling questions, and determine the sources needed to answer the questions.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
Unit 1 Citizenship in our Community/Geography and Maps slide deck  Unit 2 Our Needs as a Community/ Geography and Maps slide deck  Unit 3 The Relationship Between Family, School, and Community/ Geography and Maps slide deck  Capstone Grade 1 Box with aligned books		Communication <ul style="list-style-type: none"> <li>Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> </ul> Empathy <ul style="list-style-type: none"> <li>Demonstrating understanding of others perspectives and needs</li> <li>Understand the concept of community as a means for supporting others in need</li> </ul> Critical Thinking and Problem Solving <ul style="list-style-type: none"> <li>Collect, assess and analyze relevant information</li> </ul> Civic Literacy <ul style="list-style-type: none"> <li>Understand the local and global implications of civic decisions</li> <li>Understand other nations and cultures including the use of non-English language</li> </ul>	
<b>Additional Course Information:</b> <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <a href="#">Completed Equity Audit</a>	

Students will enter Grade 1 having explored these course questions in their Kindergarten coursework:

What makes a community?  
 How do we learn about our community?  
 Under Dimension 2, Grade 1 students will have engaged in learning (from kindergarten) to build on the following Grade 1 standards:

- K. Geo. 2.a. which is a precursor standard to 1. Geo.2. a.
- K. Eco. 4.a. which is a precursor standard to 1. Eco. 5.a.
- K. Eco. 5.a. which is a precursor standard to 1. Eco. 15.b.

**Standard Matrix**

[CT Elementary and Secondary Social Studies Standards](#)

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
<b>Dimension 1- Develop Questions and Plan Inquiries</b>			
1.Inq.1.a. Explain why a compelling question about community members is important to the student.	X	X	X
1.Inq.1.b. Identify facts and concepts related to compelling and supporting questions.	X	X	X
1.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	X	X	X
<b>Dimension 2- Apply Disciplinary Concepts and Tools</b>			
1.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.	X	X	X
<b>Dimension 3- Evaluate Sources and Use Evidence</b>			
1.Inq.3.a. Gather information from one or two sources to answer a question about the roles and responsibilities of individuals and groups within and among communities.	X	X	X
1.Inq.3.b. Evaluate a source by distinguishing between fact and opinion.	X	X	X
<b>Dimension 4- Communicate Conclusions and Take Informed Action</b>			
1.Inq.4.a. Construct arguments with reasons.	X	X	X
1.Inq.4.b. Construct explanations using correct sequence and relevant information	X	X	X
1.Inq.4.c. Ask and answer questions about arguments and explanations.	X	X	X
1.Inq.4.d. Present a summary of an argument using print, oral, or digital technologies.	X	X	X

1.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.	X	X	X
1.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.	X	X	X
<b>1-1. Contributing in a Democratic Society</b>			
1.Civ.8.a. Describe how the Pledge of Allegiance and classroom procedures promote democratic principles (e.g., equality, justice, liberty, republicanism).	X		
1.Civ.8.b. Describe how symbols of the United States illustrate democratic principles (e.g., Great Seal of the United States, Flag of the United States, Statue of Liberty, America the Beautiful, Bald Eagle).	X		
1.Civ.12.a. Identify and explain the role of rules in the community (e.g., bike helmets, car seats, crosswalks, stoplights).	X	X	
1.Civ.14.a. Explain how people have worked to improve their communities in the past and present.	X	X	X
1.Geo.7.a. Explain why and how people and goods move around the world.		X	X
1.Geo.7.b. Give examples of how ideas are transmitted from person to person and from place to place.	X	X	X
1.Geo.8.a. Compare how urban, suburban, and rural communities use local and distant environments to meet their daily needs.			X
1.Geo.9.a. Describe types of businesses and their connection to their physical environment.			X
1.Eco.4.a. Describe goods and services produced locally and in other communities.		X	X
<b>1-2. Honoring the Past and Present</b>			
1.His.3.a. Generate questions about significant individuals or groups from the past in our community or nation.			X
1.His.6.a. Compare various accounts about significant individuals, groups or events (e.g., book, diary, video, website).			X
1.His.9.a. Identify different kinds of sources that tell about a community's history (e.g., artifacts, historical markers, monuments, symbols).			X
1.Geo.3.a. Use maps to identify Indigenous communities and cultural enclaves both past and present in Connecticut.		X	X
1.Geo.5.a. Describe how human actions can affect the cultural and environmental characteristics of the community (e.g., community beautification, community planning, environmental preservation, national parks and monuments, water use).		X	X
1.Geo.6.a. Describe cultural and environmental characteristics of a variety of		X	X

diverse communities.			
<b>1-3. Global Communities</b>			
1.Geo.2.a. Identify where a student's community is located on different types of maps (e.g., cultural, physical, political).		X	X
1.Geo.2.b. Use maps, graphs, photographs, and other representations to describe how geographic features affect how people live around the globe (e.g., land use, natural resources, water access).	X	X	X
1.Geo.3.b. Use maps, globes, and other simple geographic models to identify the location of countries and continents.			X
1.Geo.3.c. Use maps to identify cultural and environmental characteristics of places around the globe to which students have connections.	X	X	X
1.Geo.4.a. Explain the impact of weather, climate, and environmental characteristics on the way people live around the globe.		X	X
1.Geo.10.a. Describe changes in the physical characteristics of various world regions.		X	X
1.Geo.11.a. Explain how the products people buy connect them to places around the world (e.g., agricultural products, electronics, energy, clothing).		X	X
1.Geo.12.a. Identify ways in which a catastrophic disaster can change how people live in a community.		X	X
1.Eco.14.a. Describe why people in one nation trade goods with people in another nation.		X	
1.Eco.15.a. Identify products that are made in the United States and are sold to other countries.		X	X
1.Eco.15.b. Identify products that are made in other countries and are sold in the United States.		X	X

*If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit*

[Unit 1: Citizenship in Our Community /Geography/Maps](#)

[Unit 2: Our Needs as a Community/Geography and Maps](#)

[Unit 3: The Relationship Between Family, School, and Community/ Geography and Maps](#)

<b>Unit Title:</b>		
Unit 1: Citizenship in Our Community /Geography/Maps		
<b>Relevant Standards: Bold indicates priority</b>		
See above		
<b>Essential Question(s):</b>		<b>Enduring Understanding(s):</b>
<p>Students will apply disciplinary concepts to investigate compelling questions such as:          How do rules help a community become a better place to live?          How are communities different and what determines their differences?</p>		<p>Students will be able to explore the importance of civic virtues and roles within the community that support citizenship. Students will examine the relationship between the roles of citizens and the functioning of a community. Students will learn map features and functions while drawing conclusions and comparing various locations. Students will explore man-made and geographical landforms and how we use and need maps.</p>
<b>Demonstration of Learning:</b>		<b>Pacing for Unit</b>
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Development of questions</li> <li>• Planning inquiries</li> <li>• Evaluate sources</li> <li>• Use Evidence</li> <li>• Communicate conclusions</li> </ul>		6 weeks
<b>Family Overview (link below)</b>		<b>Integration of Technology:</b>
<a href="#">Grade 1 Unit 1</a>		<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>		<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<b>Content Vocabulary</b>		Unit 1 Slide deck Capstone Grade 1 Box of books
Pledge of Allegiance	Democratic Principles	Equality
Justice	Liberty	Community
Citizen	Needs	Wants

Map	Key	Compass Rose	
Scale	Civic Virtues	Global	
<b>Opportunities for Interdisciplinary Connections:</b>			<b>Anticipated misconceptions:</b>
<p>CCCS. ELA-Reading: Informational Texts: Standards 1-10          CCCS. ELA Foundational Skills: Standard 4          CCSS.ELA-Writing: Standards 1-3, 5 and 8          CCCS. ELA- Speaking and Listening: Standards 1-6          CCCS. ELA-Language: Standards 1-4</p>			<p>Students may have misconceptions of:          Reading and interpreting the key map          Understanding the differences between natural and a man made geographical landforms</p>
<b>Connections to Prior Units:</b>			<b>Connections to Future Units:</b>
<p>Students will enter Grade 1 having explored these course questions in their Kindergarten coursework:</p> <p>What makes a community?          How do we learn about our community?          Under Dimension 2, Grade 1 students will have engaged in learning (from kindergarten) to build on the following Grade 1 standards:</p> <p>K.Civ.3. a. &amp; K.Civ.6. a. which are precursor standards to 1. Civ.12. a. &amp; 1. Civ.14. a.          K. Eco.4. a. which is a precursor to standards 1. Geo.7. a. &amp; 1. Eco.4. a.</p>			<p>Students will build upon what they learned in unit 1 and expand on their knowledge of citizenship in unit 2 and the study of community needs and synthesize this information in unit 3 through the study of relationship between family, school and community.</p>
<b>Differentiation through <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>			<b>Teacher Actions:</b>
<p>3 Building Knowledge</p> <p>9 Emotional Capacity</p> <p>1 Perception</p>			<p>Connect prior knowledge to new learning (3.1)          Highlight and explore patterns, critical features, big ideas, and relationships (3.2)          Cultivate multiple ways of knowing and making meaning (3.3)          Maximize transfer and generalization</p> <p>Recognize expectations, beliefs, and motivations (9.1)          Develop awareness of self and others (9.2)</p> <p>Represent a diversity of perspectives and identities in authentic ways (1.3)</p>

Supporting Multilingual/English Learners			
Related <i>CELP standards</i> :		Learning Targets:	
An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.		<ul style="list-style-type: none"> <li>I can participate in conversations and discussions using information I learned about</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can describe how the Pledge of Allegiance promotes democratic principles.	I can turn and talk about how the Pledge of Allegiance promotes democratic principles.	Pledge of Allegiance video
2	I can identify the symbols of America.	I can complete complete the matching activity.	Matching Activity  Epic books:  My Flag  The Statue of Liberty  The Bald Eagle
3	I can discuss why it is important to have rules in our classroom community.	I can create a rules poster for my school or community.	“NO RULES”-The Dice Game
4	I can identify the traits of a responsible citizen.	I can create a poster that identifies the traits of a responsible citizen.  I can discuss why it is important to have rules.	Capstone text: Following Rules
5	I can describe how classroom procedures promote democratic principles.	I can discuss how classroom procedures are similar to the democratic principles.	Class created anchor chart of “Classroom Rules”

6	I can create a classroom pledge and use a symbol.	I can create a symbol for my version of the classroom Pledge.  I can create a group brochure with illustrations that outline important rules that students need to follow in their classroom/schools.	
7	I can describe the role of a community center.	I can explain what a community center is.	Capstone text: Our Community Center
8	I can explain what a community is and what makes it successful.	I can explain the role of community helpers within specific community.	Capstone text: Community Helpers at a Fire Community Helpers at School Community Helpers at a Construction Site
9	I can explain how members of a community help each other.	I can discuss how community helpers help each other.  I can make a class book on Community Helpers A - Z.	Community Helpers Anchor chart - class created
10	I can explain what makes a good citizen.	I can create a poster showing three ways I am a good citizen.	Good citizenship for kids video
11	I can explain the difference between wants and needs.	I can write a list of wants and needs.	Capstone text: Things I Want and Things I Need  We Need Money  Wants or Needs  Note Catcher
12	I can explain what a map is and the purpose of using a map.	I can read the text.  I can discuss/chart parts of a map.	Capstone text: What is a map?
13	I can explain key features on a map.	I can discuss key features of a map.	Capstone text:  Compass Roses and Directions



			Symbols and Keys Map Scales
14 -15	I can create a map of my school or neighborhood.	I can read and discuss the texts.	Capstone text: Types of Maps  School Map
16	I can create features to include in my map.	I can add features such as compass rose, and a map key.	
17-18	I can explain how to be a global citizen.	I can make a how to be a good citizen class book.	Video What Does it Mean to Be Global?
19-20	I can identify the civic duties of Gloria and Officer Buckle.	I can listen listen to the story on Epic.  I can co-create an anchor chart of Officer Buckle's civic virtues.	Epic Officer Buckle and Gloria text
21-27	I can share my learning in different ways.	I can create a list of civic virtues.  I can describe and/or illustrate how two or more members of a community might work together to accomplish a specific school community goal.  I can develop a set of classroom rules as a class.  I can choose one necessary classroom rule and describe why it should be followed and what would happen if the rule was not followed.  I can collaborate with my group to accomplish our school community goal.  I can create a map.  I can take informed action to address a community selected problem.	

I can write a thank you note to someone in my community.

**Unit Title:**

Unit 2: Our Needs as a Community/Geography and Maps

**Relevant Standards: Bold indicates priority**

See above

**Essential Question(s):**

Students will apply disciplinary concepts to investigate compelling questions such as:  
 How do needs and wants affect how we live?  
 How is someone's life different based on where they live?

**Enduring Understanding(s):**

Students will explore the difference between wants and needs and how a lack of resources affects everyone. Students will analyze basic functions of earning/spending and the role of money while broadening their perspective of the world. Students will continue to examine map features and functions while drawing conclusions and comparing various locations. Students will also continue to explore man-made and geographical landforms and how we use and need maps.

**Demonstration of Learning:**


Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):

- Development of questions
- Planning inquiries
- Evaluate sources
- Use Evidence
- Communicate conclusions

**Pacing for Unit**

6 weeks

**Family Overview (link below)**

 [Grade 1 Unit 2](#)

**Integration of Technology:**

*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

**Unit-specific Vocabulary:**

**Content Vocabulary**

Community	Leaders	Services
Goods	Wants	Needs

**Aligned Unit Materials, Resources, and Technology (beyond core resources):**


Unit 2 Slide deck  
 Capstone Grade 1 Box of books

<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<p>CCCS. ELA-Reading: Informational Texts: Standards 1-10          CCCS. ELA Foundational Skills: Standard 4          CCSS.ELA-Writing: Standards 1-3, 5 and 8          CCCS. ELA- Speaking and Listening: Standards 1-6          CCCS. ELA-Language: Standards 1-4</p>	<p>Students may have misconceptions of:          Reading and interpreting the key map          Understanding the differences between natural and a man made geographical landforms</p>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<p>Students will enter Grade 1 having explored these course questions in their Kindergarten coursework:</p> <p>What makes a community?          How do we learn about our community?          Under Dimension 2, Grade 1 students will have engaged in learning (from kindergarten) to build on the following Grade 1 standards:</p> <p>K. His. 9.a. which is a precursor standard to 1. His.9. a.          K. His.2. a. which is precursor standards to 1. His.6. a          K. His.12. a. which is a precursor standard to 1. His.3a.</p>	<p>Students will build upon what they learned in unit 1 and expand on their knowledge of citizenship in unit 2 and the study of community needs and synthesize this information in unit 3 through the study of relationship between family, school and community.</p>
<b>Differentiation through <u>Universal Design for Learning</u></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p>3 Building Knowledge</p> <p>9 Emotional Capacity</p> <p>1 Perception</p>	<p>Connect prior knowledge to new learning (3.1)          Highlight and explore patterns, critical features, big ideas, and relationships (3.2)          Cultivate multiple ways of knowing and making meaning (3.3)          Maximize transfer and generalization</p> <p>Recognize expectations, beliefs, and motivations (9.1)          Develop awareness of self and others (9.2)</p> <p>Represent a diversity of perspectives and identities in authentic ways (1.3)</p>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <u>CELP standards:</u></b>	<b>Learning Targets:</b>
<p>An EL with guidance and supports, can participate in short discussions, conversations, and short written</p>	<ul style="list-style-type: none"> <li>I can participate in conversations and discussions using information I learned about</li> </ul>

exchanges using words and phrases acquired in conversations, reading, and being read to.			
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1-2	I can identify the communities I belong to.	<p>I can identify how to be a responsible citizen.</p> <p>I can discuss how do members of a community help each other.</p> <p>I can list communities I belong to.</p>	<p>Communities For Kids Video</p> <p>Writing template</p>
3 - 4	I can explain the difference between needs and wants.	I can sort needs and wants and explain why I sorted it that way.	Capstone text: What's Your Point?
5	I can explain how communities change.	<p>I can discuss similarities and differences then and now.</p> <p>I can complete a picture sort of images from long ago and today.</p>	Then and Now Sort
6	I can explain why communities change.	I can discuss how communities change over time.	Capstone text: Life Now and Long Ago
7	I can compare and contrast the different ways to earn a living from the past to the present.	I can discuss how communities change over time.	<p>Anchor Chart</p> <p>Capstone text: Comparing Past and Present text</p>
8- 9	I can explain how the leaders in our community make our community a good place to live.	<p>I can discuss how leaders make our community a good place to live.</p> <p>I can create "Guess Who" or "Who Am I" allowing classmates to guess the community leader.</p>	<p>Video Who Are Our Leaders?</p> <p>Note catcher</p>
10	I can identify jobs in our community and how they affect our community.	I can explain how people earn a living in our community and the various jobs in our community.	Capstone text: People at Work

		I can explain why money is important	Where Do People Work?
11	I can explain how the weather affects where I live.	I can explain the weather in my community.  I can draw a picture of the weather and what people wear for different types of weather in my community.	
12	I can understand how maps tell us about the communities we belong to.	I can discuss what maps help us understand about our communities.	Map of Bristol
13	I can determine the difference between goods and services.	I can gather facts about goods and services.	Good and Services video
14-15	I can compare and contrast past and present communities.	I can gather details about the past and present.  I can interview a family member.	
16-17	I can identify members of the school community and their duties.	I can create a flow chart with specific duties.	
18-27	I can generate a list of school opportunities to resolve and who can help solve them.	I can generate a class list of things to be resolved.  I can discuss how to resolve the problems.  I can cite evidence.	
20	I can identify the different ways people in our community earn money.	I can list examples and non examples of activities that earn money.	
21-23	I can evaluate uses of money.	I can determine how to spend money on wants vs. needs.  I can create a class book for wants and needs.  I can determine pros and cons for saving money.	
24-27	I can take informed action about saving	I can brainstorm a list to help my	

	and spending money.	family save money. I can create a poster.	
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<b>Unit Title:</b>			
Unit 3: The Relationship Between Family, School, and Community/ Geography and Maps			
<b>Relevant Standards: Bold indicates priority</b>			
See above			
<b>Essential Question(s):</b>		<b>Enduring Understanding(s):</b>	
<p>Students will apply disciplinary concepts to investigate compelling questions such as:</p> <p>How do past actions in our community still influence our community today?</p> <p>What do maps tell us about the communities we belong to?</p>		<p>Students will explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives. Students will continue to examine map features and functions while drawing conclusions and comparing various locations.</p>	
<b>Demonstration of Learning:</b>		<b>Pacing for Unit</b>	
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Development of questions</li> <li>• Planning inquiries</li> <li>• Evaluate sources</li> <li>• Use Evidence</li> <li>• Communicate conclusions</li> </ul>		6 weeks	
<b>Family Overview (link below)</b>		<b>Integration of Technology:</b>	
<p> <a href="#">Grade 1 Unit 3 Family Memo</a></p>		<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>	
<b>Unit-specific Vocabulary:</b>		<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>	
<b>Content Vocabulary</b>		Unit 3 Slide deck Capstone Grade 1 Box of books	
Community	maps		Environment
climate	region		goods

products	Global society		
<b>Opportunities for Interdisciplinary Connections:</b>			<b>Anticipated misconceptions:</b>
<p>CCCS. ELA-Reading: Informational Texts: Standards 1-10  CCCS. ELA Foundational Skills: Standard 4  CCSS.ELA-Writing: Standards 1-3, 5 and 8  CCCS. ELA- Speaking and Listening: Standards 1-6  CCCS. ELA-Language: Standards 1-4</p>			<p>Students may have misconceptions of:  Reading and interpreting the key map  Interconnectedness of family, school, and community</p>
<b>Connections to Prior Units:</b>			<b>Connections to Future Units:</b>
<p>Students will enter Grade 1 having explored these course questions in their Kindergarten coursework:</p> <p>What makes a community?  How do we learn about our community?  Under Dimension 2, Grade 1 students will have engaged in learning (from kindergarten) to build on the following Grade 1 standards:</p> <p>K. His. 9.a. which is a precursor standard to 1. His.9. a.  K. His.2. a. which is precursor standards to 1. His.6. a  K. His.12. a. which is a precursor standard to 1. His.3a.</p>			<p>Students will build upon what they learned in unit 1 and expand on their knowledge of citizenship in unit 2 and the study of community needs and synthesize this information in unit 3 through the study of relationship between family, school and community.</p>
<b>Differentiation through <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>			<b>Teacher Actions:</b>
<p>3 Building Knowledge</p> <p>9 Emotional Capacity</p> <p>1 Perception</p>			<p>Connect prior knowledge to new learning (3.1)  Highlight and explore patterns, critical features, big ideas, and relationships (3.2)  Cultivate multiple ways of knowing and making meaning (3.3)  Maximize transfer and generalization</p> <p>Recognize expectations, beliefs, and motivations (9.1)  Develop awareness of self and others (9.2)</p> <p>Represent a diversity of perspectives and identities in authentic ways (1.3)</p>
<b>Supporting Multilingual/English Learners</b>			
<b>Related <i>CELP standards:</i></b>			<b>Learning Targets:</b>

An EL with guidance and supports, can participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to.		<ul style="list-style-type: none"> <li>I can participate in conversations and discussions using information I learned about</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2	<p>I can discuss how communities have changed over time.</p> <p>I can discuss the difference between needs and wants.</p>	<p>I can cite examples of how communities have changed.</p> <p>I can give 2-3 examples of a need vs. a want.</p>	Communities Video
3	<p>I can identify how my community fits into a global community.</p> <p>I can move the images to show how Bristol fits into a global society.</p>	<p>I can organize where town, state, country and continent fit.</p> <p>I can zoom in and out of Bristol.</p>	Global community activity
4	I can identify how the place you live in impacts your choice of clothing.	I can map different places	Epic text Kids Around the World
5-6	I can compare communities that are similar and different to mine.	I can read and discuss how Bristol is similar and different to other communities.	Capstone text: Rural Homes Houses Around the World Homes that Move
7	I can learn about different places and homes around the world.	I can read and discuss different places and homes around the world.	Epic text: Places Around the World Homes Around the World
8-9	I can compare communities that are similar and different to mine.	I can read and discuss how Bristol is similar and different to other communities.	<p>Kids Discover Text: Where We Live</p> <p>Activity: Where would you like to live?</p>
10-11	I can describe many parts of our Bristol Community.	I can make a Bristol class book.	Bristol Community photographs (Historical Society)
12-13	I can explain how life was different in the past.	<p>I can compare and contrast the past and present.</p> <p>I can compare landmarks</p>	Happy Birthday video example or memory



		around Bristol: Main Street Lake Compounce Page Park	Bristol Community photographs (Historical Society)
14-16	I can explore how a community takes informed actions.	I can explore BAIMS past and present.  I can determine why BAIMS was a need.  I can analyze a timeline.	Photographs of BAIMS