



Bristol Public Schools
Office of Teaching & Learning

Department	Elementary Humanities
Department Philosophy	<p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students’ through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p> <p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none"> 1. Clear Learning Targets aligned to the grade level essential learning 2. Purposeful and engaging learning tasks 3. Student Discourse and Discussion Protocols 4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset

Course	Social Studies
Grade Level	Grade 1

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
INQ K–2.1 Explain why the compelling question is important to the student.	x	x	x
INQ K–2.2 Identify disciplinary ideas associated with a compelling question.	x	x	x
INQ K–2.3 Identify facts and concepts associated with a supporting question.	x	x	x
INQ K–2.4 Make connections between supporting questions and compelling questions.	x	x	x
INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.	x	x	x
INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.	x	x	x
INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.	x	x	x
INQ K–2.8 (begins in Grades 3–5)			
INQ K–2.9 (begins in Grades 3–5)			
INQ K–2.10 Construct an argument with reasons.	x	x	x
INQ K–2.11 Construct explanations using correct sequence and relevant information.	x	x	x
INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.	x	x	x

INQ K–2.13 Ask and answer questions about arguments.	x	x	x
INQ K–2.14 Ask and answer questions about explanations.	x	x	x
INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	x	x	x
INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.	x	x	x
INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	x	x	x
HIST 1.1 Compare life in the past to life in the present.	x	x	x
HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.	x	x	x
HIST 1.3 Compare perspectives of people in the past to those in the present.	x	x	x
HIST 1.4 Identify different kinds of historical sources	x	x	x
HIST 1.5 Explain how historical sources can be used to study the past.	x	x	x
HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself	x	x	x
HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.	x	x	x
HIST 1.8 Generate possible reasons for an event or development in the past.	x	x	x
CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).	x	x	x
CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.	x	x	x
CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	x	x	x

CIV 1.4 Apply civic virtues when participating in school settings.	x	x	x
CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	x	x	x
CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.	x	x	x
CIV 1.7 Explain how people can work together to make decisions in the classroom.	x	x	x
CIV 1.8 Identify and explain how rules function in public.	x	x	x
CIV 1.9 Describe how people have tried to improve their communities over time.	x	x	x
ECO 1.1 Explain how scarcity necessitates decision-making.	x	x	x
ECO 1.2 Identify the benefits and costs of making various personal decisions.	x	x	x
ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.	x	x	x
ECO 1.4 Explain how people earn income.	x	x	x
GEO 1.1 Construct maps, graphs and other representations of familiar places.	x	x	x
GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.	x	x	x
GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	x	x	x
GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.	x	x	x

UNIT 1: Citizenship in Our Community/Geography and Maps

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
HIST 1.1-1.8	HIST 1.1 Compare life in the past to life in the present.	x	Content Knowledge	Compare Life Past Present Significant Shaped Historical Change Perspectives Sources Study Origin Information Event Development Reasons
	HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	HIST 1.3 Compare perspectives of people in the past to those in the present.		Physical Skill	
	HIST 1.4 Identify different kinds of historical sources.	x	Product Development	
	HIST 1.5 Explain how historical sources can be used to study the past.		Learning Behavior	
CIV 1.1-1.9	CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).	x	Content Knowledge	Roles Responsibilities Authority Local State National Judge Mayor Governor Police
	CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		Physical Skill	
	CIV 1.4 Apply civic virtues when participating in school settings.	x	Product Development	
			Learning Behavior	

	<p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>CIV 1.7 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 1.8 Identify and explain how rules function in public.</p> <p>CIV 1.9 Describe how people have tried to improve their communities over time.</p>			<p>Official leaders</p> <p>Important</p> <p>Community</p> <p>Communities</p> <p>Tasks</p> <p>Civic virtues</p> <p>Decisions</p> <p>School</p> <p>Function</p> <p>improve</p>
ECO 1.1-1.4	<p>ECO 1.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 1.2 Identify the benefits and costs of making various personal decisions.</p> <p>ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>ECO 1.4 Explain how people earn income.</p>	x	Content Knowledge	<p>Scarcity</p> <p>Necessity</p> <p>Decision-making</p> <p>Benefits</p> <p>Cost</p> <p>Goods</p> <p>Services</p> <p>Local</p> <p>Income</p>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
GEO 1.1-1.4	<p>GEO 1.1 Construct maps, graphs and other representations of familiar places.</p> <p>GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</p> <p>GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p> <p>GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.</p>	x	Content Knowledge	<p>Maps</p> <p>Graphs</p> <p>Places</p> <p>Photographs</p> <p>Representations</p> <p>Relationships</p> <p>Interactions</p> <p>Globes</p> <p>Models</p> <p>Cultural</p> <p>Environmental</p> <p>Characteristics</p> <p>Weather</p> <p>Climate</p> <p>Places</p>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

										regions
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UNIT ESSENTIAL QUESTIONS

- How do rules help a community become a better place to live?
- How are communities different and what determines their differences?
- What makes a good citizen within any community?
- How do members of our community help each other with needs?
- How do community members depend on each other?

CCSS Standard #	Objective(s): The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes								Common Learning Experiences
HIST 1.1-1.8	I can explain what a community is.	x Selected Response	x	Reading	x	Writing		Math		Tech	Explore the importance of civic virtues and roles within the community that support citizenship Examine the relationship between the roles of citizens and the functioning of a community
	I can identify what makes a community successful.	x Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1								
	I can explain what a citizen is.	x Performance									
	I can identify what makes a good citizen.	x Observation									
CIV 1.1-1.9	I can explain why civic values are important in my school and community.	x Selected Response	x	Reading	x	Writing		Math		Tech	Explore the importance of civic virtues and roles within the community that support citizenship Examine the relationship between the roles of citizens and the functioning of a community
	I can list ways to become a responsible citizen of the world.	x Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1								
	I explain how my actions affect others who live in my community.	x Performance									
		x Observation									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
		<p>Exposure to additional grade level economic, civic engagement, historical events and geography learning targets at a deeper level.</p> <p>Inquiry and study of additional community members.</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.</p>	<p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of geography, history, economics and civic engagement.</p>
RESOURCES			
<p>Teacher Resources: Possible Slide deck</p> <p>Books:</p> <ul style="list-style-type: none"> ● All Kinds of Families - C3 Framework, Capstone ● Growing Up - C3 Framework, Capstone ● City Life/Farm Life - C3 Framework, Capstone ● Clothes around the World - C3 Framework, Capstone ● The Farm - C3 Framework, Capstone ● Houses around the World - C3 Framework, Capstone ● In the Past - C3 Framework, Capstone ● Life Now and Long Ago - C3 Framework, Capstone ● Community Helpers at a Fire - C3 Framework, Capstone ● Community Helpers at School - C3 Framework, Capstone ● Community Helpers at a Construction Site - C3 Framework, Capstone ● Community Helpers at the Hospital - C3 Framework, Capstone ● Find out about Farming - C3 Framework, Capstone ● Following Rules - C3 Framework, Capstone ● Going to School- C3 Framework, Capstone ● Going to the Doctor - C3 Framework, Capstone 			

- Homes that Move - C3 Framework, Capstone
- Let's Communicate - C3 Framework, Capstone
- Our Community Center - C3 Framework, Capstone
- Our Fire Station - C3 Framework, Capstone
- People At Work - C3 Framework, Capstone
- People Who Keep Us Safe - C3 Framework, Capstone
- Rural Homes - C3 Framework, Capstone
- Safe at Play - C3 Framework, Capstone
- Sports Rules -
- Taking a Trip, Comparing Past and Present
- Teachers Help
- At the Library
- Where do People Work?
- France - Geode Module 4, Set 1
- Egypt - Geode Module 4, Set 1
- Ireland - Geode Module 4, Set 1
- Russia - Geode Module 4, Set 1
- Sharing Stories Geode Module 4, set1
- Unusual Libraries - Geode, Module 1, set 2

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

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
HIST 1.1-1.8	HIST 1.1 Compare life in the past to life in the present.	x	Content Knowledge	Compare Life Past Present Significant Shaped Historical Change Perspectives
	HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	HIST 1.3 Compare perspectives of people in the past to those in the present.		Physical Skill	
	HIST 1.4 Identify different kinds of historical sources.	x	Product Development	
			Learning Behavior	

	<p>HIST 1.5 Explain how historical sources can be used to study the past.</p> <p>HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.</p> <p>HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.</p> <p>HIST 1.8 Generate possible reasons for an event or development in the past.</p>			<p>Sources</p> <p>Study</p> <p>Origin</p> <p>Information</p> <p>Event</p> <p>Development</p> <p>Reasons</p>
CIV 1.1-1.9	<p>CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).</p> <p>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.</p> <p>CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>CIV 1.4 Apply civic virtues when participating in school settings.</p> <p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>CIV 1.7 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 1.8 Identify and explain how rules function in public.</p> <p>CIV 1.9 Describe how people have tried to improve their communities over time.</p>	x	Content Knowledge	<p>Roles</p> <p>Responsibilities</p> <p>Authority</p> <p>Local</p> <p>State</p> <p>National</p> <p>Judge</p> <p>Mayor</p> <p>Governor</p> <p>Police</p> <p>Official leaders</p> <p>Important</p> <p>Community</p> <p>Communities</p> <p>Tasks</p> <p>Civic virtues</p> <p>Decisions</p> <p>School</p> <p>Function</p> <p>improve</p>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
ECO 1.1-1.4	ECO 1.1 Explain how scarcity necessitates decision-making.	x	Content Knowledge	<p>Scarcity</p> <p>Necessity</p>

	ECO 1.2 Identify the benefits and costs of making various personal decisions. ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities. ECO 1.4 Explain how people earn income.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Decision-making Benefits
			Physical Skill	Cost Goods
		x	Product Development	Services Local
			Learning Behavior	Income
GEO 1.1-1.4	GEO 1.1 Construct maps, graphs and other representations of familiar places. GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.	x	Content Knowledge	Maps Graphs
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Places Photographs
			Physical Skill	Representations Relationships
		x	Product Development	Interactions Globes
			Learning Behavior	Models Cultural Environmental Characteristics Weather Climate Places regions

UNIT ESSENTIAL QUESTIONS

- How do needs and wants affect how we live?
- How is someone's life different based on where they live?
- What factors change a community?
- How do the leaders in our community help to make it a good place to live?
- How do people earn a living in our community and how do various jobs affect our community?
- Why is money important?
- How are the ways people earned a living in the past different from the ways people earn a living today?
- How does weather/climate affect the way we live?
- What do maps tell us about the communities we belong to?

CCSS Standard #	Objective(s): The students will be able to:	Summative Assessment Strategy		Additional Student Outcomes						Common Learning Experiences		
HIST 1.1-1.8	I can explain why communities change.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore how communities have changed Explore why communities have changed Compare and contrast past and present communities Explore man-made and geographical landforms and how we use and need maps.
		x	Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1 Students will form opinions and arguments, engage in shared research, gather sources and evidence while providing clarifications and explanations about the impact of historical events.								
	I can explain the reasons why communities change.	x	Performance									
		x	Observation									
CIV 1.1-1.9	I can explain who the leaders are in our community.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Create a school community flowchart Determine duties of members of the community (mayor, superintendent, building leaders, etc).
		x	Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1 Students will form opinions and arguments, engage in shared research, gather sources and evidence while providing clarifications and explanations about civic responsibilities and engagement.								
	I can explain what the leaders in our community do.	x	Performance									
	I can explain how the leaders in our community make our community a good place to live.	x	Observation									
ECO 1.1-1.4	I can explain how people earn a living in our community.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore the difference between wants and needs and how a lack of resources affects everyone
		x	Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1								
	I can explain the various jobs in our community.	x	Performance									

	<p>I can identify jobs in our community and how they affect our community.</p> <p>I can explain why money is important.</p> <p>I can compare and contrast the different ways to earn a living from the past to the present.</p>	x	Observation	<p>CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1</p> <p>Students will form opinions and arguments, engage in shared research, gather sources and evidence while providing clarifications and explanations about economics.</p>				<p>Analyze basic functions of earning/spending and the role of money while broadening their perspective of the world</p>					
GEO 1.1-1.4	<p>I can explain how the weather affects where I live.</p> <p>I can understand how maps tell us about the communities we belong to.</p> <p>I can understand how a map can help me to understand my community.</p>	x	Selected Response	x	Reading	x	Writing		Math		Tech	<p>Examine map features and functions while drawing conclusions and comparing various locations</p> <p>Explore man-made and geographical landforms and how we use and need maps</p>	
		x	Constructed Response	<p>Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1</p>									
		x	Performance										
		x	Observation	<p>Students will form opinions and arguments, engage in shared research, gather sources and evidence while providing clarifications and explanations about geography topics.</p>									

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
		<p>Exposure to additional grade level economic, civic engagement, historical events and geography learning targets at a deeper level.</p> <p>Inquiry and study of additional community members.</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts.</p>	<p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of geography, history, economics and civic engagement.</p>
RESOURCES			
<p>Teacher Resources: Possible Slide deck</p> <p>Books:</p> <ul style="list-style-type: none"> ● Compass Roses and Directions ● A Visit to the Farm ● Homes that Move ● Houses Around the World ● Map Scales ● Maps Can Tell us Things ● Rural Homes ● A School Map ● Symbols and Keys ● Types of Maps ● What is a Map? ● Wind and Earth-Geode, Module 3, set 1 ● The Mighty Wind - Geode, Module 3, set 4 			

UNIT 3: The Relationship Between Family, School, and Community/Geography and Maps

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
HIST 1.1-1.8	HIST 1.1 Compare life in the past to life in the present.	x	Content Knowledge	Compare Life Past Present Significant Shaped Historical Change Perspectives Sources Study Origin Information Event Development Reasons
	HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	HIST 1.3 Compare perspectives of people in the past to those in the present.		Physical Skill	
	HIST 1.4 Identify different kinds of historical sources.	x	Product Development	
	HIST 1.5 Explain how historical sources can be used to study the past.		Learning Behavior	
CIV 1.1-1.9	CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).	x	Content Knowledge	Roles Responsibilities Authority Local State National Judge Mayor Governor Police
	CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		Physical Skill	
	CIV 1.4 Apply civic virtues when participating in school settings.	x	Product Development	
			Learning Behavior	

	<p>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>CIV 1.7 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 1.8 Identify and explain how rules function in public.</p> <p>CIV 1.9 Describe how people have tried to improve their communities over time.</p>			<p>Official leaders</p> <p>Important</p> <p>Community</p> <p>Communities</p> <p>Tasks</p> <p>Civic virtues</p> <p>Decisions</p> <p>School</p> <p>Function</p> <p>improve</p>
ECO 1.1-1.4	<p>ECO 1.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 1.2 Identify the benefits and costs of making various personal decisions.</p> <p>ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>ECO 1.4 Explain how people earn income.</p>	x	Content Knowledge	<p>Scarcity</p> <p>Necessity</p> <p>Decision-making</p> <p>Benefits</p> <p>Cost</p> <p>Goods</p> <p>Services</p> <p>Local</p> <p>Income</p>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
GEO 1.1-1.4	<p>GEO 1.1 Construct maps, graphs and other representations of familiar places.</p> <p>GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</p> <p>GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p> <p>GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.</p>	x	Content Knowledge	<p>Maps</p> <p>Graphs</p> <p>Places</p> <p>Photographs</p> <p>Representations</p> <p>Relationships</p> <p>Interactions</p> <p>Globes</p> <p>Models</p> <p>Cultural</p> <p>Environmental</p> <p>Characteristics</p> <p>Weather</p> <p>Climate</p> <p>Places</p> <p>regions</p>
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How do past actions in our community still influence our community today?
- What do maps tell us about the communities we belong to?
- How do you and your family remember important events?
- How do people and events from the past influence each other?
- Why are communities constantly changing? What changes them?
- What happens when people don't agree on the changes?
- What is my role within my community?
- How do my actions affect others who live in my community?
- How do members of our community help each other with our needs?
- How do you use maps to identify places that represent your cultural history?

CCSS Standard #	Objective(s): The students will be able to:	Summative Assessment Strategy	Additional Student Outcomes						Common Learning Experiences	
HIST 1.1-1.9	I can identify the important events in my life.	x Selected Response	x	Reading	x	Writing		Math		Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives
	I can identify the important events in my family.	x Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1							
	I can think of different ways to remember important events in my life and my family.	x Performance								
	I can explain why communities change.	x Observation								
I can explain different ways a community changes and list the reasons why.										
I can explain the reasons why people don't agree on changes and discuss possible solutions.										

CIV 1.1-1.9	I can explain how the leaders in my community make it a good place to live.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives Create a class book about the community
	I can identify the role models within the community I belong to. I can identify my role within my community. I can explain my role within my community. I can explain how my actions affect others who live in my community.	x	Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1								
		x	Performance									
			Observation									
x												
ECO 1.1-1.4	I can explain the difference between needs and wants.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Research the natural and manmade features in and around our community/ selected place
	I can explain how members of the community help each other with our needs.	x	Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1								
		x	Performance									
			Observation									
x												
GEO 1.1-1.4	I can identify places on a map that represent my culture.	x	Selected Response	x	Reading	x	Writing		Math		Tech	Examine map features and functions while drawing conclusions and comparing various location Explore man-made and geographical landforms and how we use and need maps
		x	Constructed Response	Additional CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10 CCSS.ELA-Literacy.W.1.7-10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.W.1.1-2 CCSS.ELA-Literacy.L.1.1								
		x	Performance									
			Observation									
x												

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
		<p>Exposure to additional grade level economic, civic engagement, historical events and geography learning targets at a deeper level</p> <p>Inquiry and study of additional community members/ personal history</p> <p>Provide text with a higher lexile level so students can practice concepts and inquiry with more complex texts</p>	<p>Student centered social studies stations that integrate additional reading, writing, and inquiry stations in the areas of geography, history, economics and civic engagement.</p>
RESOURCES			
<p>Teacher Resources</p> <p>Books:</p> <ul style="list-style-type: none"> ● Bradford Street Buddies: Backyard Camp Out, Block Party Surprise, Springtime Blossoms ● Clothes Around the World - C3 Framework, Capstone ● Counting Money - C3 Framework, Capstone ● Finding out about Money - C3 Framework, Capstone ● Things I Want and Things I Need ● Wants or Needs ● Toys in the Past ● We Need Money 			