

Grade 1 Leadership, Cooperation, Unity and Diversity		Topic 1 - Civics: communities, elections, and leadership		Time Frame: September 16-October 30
<p>Big Idea(s): <i>What makes a good community member?</i></p> <p>Essential Question(s): <i>What does it mean to belong to or lead a group?</i> <i>What makes a good leader?</i></p>				
Massachusetts Learning Standards	Massachusetts Practice Standards	Timeline	Key Ideas and Concepts	Resources
<p>1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others. <i>For example, to clarify the concept of membership, students brainstorm the groups they belong to simultaneously – e.g., they are members of a family, a classroom, a school, perhaps a sports team, a scout group, an arts club, a religious group, a neighborhood community, town, city, or country. With their teacher,</i></p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p>	<p>Pearson Connexus: Course 1A</p> <p>Lesson 1: My School, My Community Unit Introduction</p> <p>Objectives: Describe how people can cooperate to help their community</p> <p>Lesson 2: I Am a Good Citizen Day 1</p> <p>Objectives: Identify and describe the characteristics of good citizenship, such as helping others, following rules, and working well with others Identify ways to contribute to the common good of a</p>	<p>Rules</p> <p>Community</p> <p>Community helpers</p> <p>Leader</p> <p>Leadership qualities</p> <p>Governor</p> <p>Government</p> <p>Mayor</p> <p>President</p> <p>Citizen</p> <p>Rights and responsibilities</p>	<p>Pearson Connexus: Social Studies 1 A (CL), 5.18 , P</p> <p>Textbook: My World Social Studies: Making Our Way, pp.10-38</p> <p>Variety of worksheets and readings:</p> <p>https://www.teachervision.com/search?grade=1st%20Grade&type=Reference</p> <p>Teaching about the election: https://sc02209149.schoolwires.net/cms/lib/SC02209149/Centricity/Domain/120/1st</p>

<p><i>they make a list of some of the different expectations of each group and look for the similarities among them.</i></p> <p>2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.</p> <p>3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.</p> <p><i>For example, students working on a project in a small group take on the roles of leader, recorder or reporter, illustrator, or timekeeper.</i></p> <p>4. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.</p> <p>Clarification Statement:</p>	<p>7. Determine next steps and take informed action, as appropriate</p>	<p>variety of groups in school and in the community</p> <p>Lesson 3: I am a Good Citizen Day 2</p> <p>Objectives: Identify ways to contribute to the common good of a variety of groups in school and in the community</p> <p>Lesson 4: Reading Skills: Fact and Opinion</p> <p>Objectives: Distinguish between fact and opinion</p> <p>Lesson 5: My Rights and Responsibilities Day 1</p> <p>Objectives: Define what a right is Identify and describe the rights of citizens at home and in the community</p> <p>Lesson 6: My Rights and Responsibilities Day 2</p> <p>Objectives: Identify and describe the responsibilities of citizens at home and in the community Define cooperate</p> <p>Lesson 7: I Follow Rules Day 1</p>	<p>Vote Law</p>	<p>%20Grade%20Election%20Year%20Support%20Guide.pdf</p> <p>https://www.education.com/worksheets/?q=election</p> <p>https://www.scholastic.com/teachers/collections/18-19/lessons-and-activities-for-grade-1/</p>
--	---	---	---------------------	---

<p><i>Students should be able to discuss leaders from all walks of life. These may include people they know from personal experience (e.g., teachers, leaders of activities at a girls' and boys' club or scout group, religious leaders) and ones they learn about from reading and viewing (e.g., leaders in stories and biographies about leaders in the United States and other countries). They discuss what it means to have "character" as a leader: to be honest, caring, unselfish, courageous, and act for the common good, rather than just out of self-interest. From this discussion, they draw up a list of the desired qualities of a good leader.</i></p> <p>5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting. <i>For example, students get practical experience in the concept of democracy by</i></p>		<p>Objectives: Identify and describe why rules are important Identify rules at home and how people can vote to make rules</p> <p>Lesson 8: I Follow Rules Day 2</p> <p>Objectives: Identify and describe why laws are important Identify laws in the community</p> <p>Lesson 9: 21st Century Skills: Conflict and Cooperation</p> <p>Objectives: Define and identify conflict Identify how people can cooperate to resolve conflict</p> <p>Lesson 10: My Leaders Day 1</p> <p>Objectives: Identify how leaders help people Identify leaders at home</p> <p>Lesson 11: My Leaders Day 2</p> <p>Objectives: Identify why leaders are important Identify community leaders and how they help people</p> <p>Lesson 12: My Government</p>		
--	--	---	--	--

<p><i>discussing and voting on what the responsibilities of class leaders should be, then voting to elect class leaders for the day or week.</i></p> <p>6. Explain that an election is a kind of voting in which people select leaders. <i>For example, students connect their discussion of leadership qualities to the idea of elections, listing the qualities they would look for in a candidate for election.</i> Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.</p> <p>Clarification Statement: <i>Students should be able to describe how the President or the Governor gets authority from the people through the election process.</i></p> <p>8. Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include</p>		<p>Day 1</p> <p>Objectives: Identify and describe how the government provides services to citizens and the community Identify how the mayor leads the community government</p> <p>Lesson 13: My Government Day 2</p> <p>Objectives: Identify how the government helps citizens and provides services Identify state and national government leaders</p> <p>Lesson 14: Symbols of My Country Day 1</p> <p>Objectives: Identify symbols that represent America</p> <p>Lesson 15: Symbols of My Country Day 2</p> <p>Objectives: Identify symbols and songs that represent American values Identify important national documents</p>		
--	--	---	--	--

<ul style="list-style-type: none"> ▪ electing leaders who serve fixed terms ▪ paying attention to the leader’s actions, and ▪ deciding whether or not to re-elect them on the basis of how well they have served citizens. <p>9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.</p> <p>10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.</p> <p>Clarification Statements: <i>☒ Students should listen to and read folktales, contemporary fiction, and</i></p>				
--	--	--	--	--

<p><i>biographies from the United States and around the world that illustrate the values of civic-mindedness and civic engagement on the part of individuals and groups from diverse backgrounds. They should be able to describe characters' interactions that show citizenship in action. Note that the grade 1 standards for reading in the Massachusetts English Language Arts and Literacy Framework ask students to describe the connection between two individuals, events, ideas, or pieces of information in a text.</i></p> <p><i>☐ Students should learn and use academic language to describe the qualities of a good citizens or community members, (e.g., well-informed, honest, reliable, respectful, polite, yet firm in speaking up to defend fairness).</i></p>				
---	--	--	--	--

Grade 1 Leadership, Cooperation, Unity and Diversity		Topic 2. Geography: Places to explore		Time Frame: November 1-January 15
Big Idea(s): <i>How can maps help people locate places and learn about them?</i>				
Massachusetts Learning Standards	Massachusetts Practice Standards	Timeline	Key Ideas and Concepts	Resources
<p>1. Explain that a map represents spaces and helps one identify locations and features.</p> <p>2. Identify and use language for cardinal directions (<i>north, east, south, west</i>) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., <i>Boston, Massachusetts, Washington D.C., Mexico City, Mexico</i>) and investigate factors that explain why these locations became important cities.</p> <p>Clarification Statement: <i>Students should be exposed to a variety of maps, ranging from local to world, connected to the grade 1</i></p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>	<p><u>Week 1</u> Provide students with an assortment of maps e.g., Road map Resource map Map of Fall River Map of Massachusetts Map of the United States Map of the world Map of a shopping mall Treasure map</p> <p><u>Week 2</u> Describe the location of Fall River, Boston, Washington, DC, using cardinal directions</p> <p><u>Week 3</u> Identify physical features on</p>	<p>Cardinal directions</p> <p>Scale</p> <p>Key</p> <p>Legend</p> <p>Capital city</p> <p>Physical features</p> <p>Continent</p> <p>Ocean</p> <p>Valleys</p> <p>Rivers</p> <p>Mountains</p> <p>Lakes</p>	<p>https://www.nationalgeographic.org/education/map-skills-elementary-students/</p> <p>https://www.generationgenius.com/videolessons/maps-of-landforms-video-for-kids/</p>

<p><i>curriculum. These maps should be used for a variety of purposes, such as locating where stories and events in texts or in the news take place, where students in the class have family connections, how to find a route from one place to another, how to know where mountains, valleys, or rivers are.</i></p> <p>3. Explain that a city that is called a <i>capital</i> is the center of government for a state or nation.</p> <p>Massachusetts Curriculum Framework for History and Social Science 41</p> <p>4. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places.</p> <p>5. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.</p>		<p>a map of the United States</p> <p><u>Week 4</u></p> <p>Construct a map of your neighborhood</p> <p><u>Week 5</u></p> <p>Finish and present neighborhood maps</p> <p><u>Week 6</u></p> <p>Identify different continents on a world map. Explain how people there have their own language, customs, and ways of living.</p>	<p>Customs</p> <p>Culture</p>	
---	--	--	-------------------------------	--

Grade 1 Leadership, Cooperation, Unity and Diversity		Topic 3. History: unity and diversity in the United States [1.T3]		Time Frame: January 19-March 19
<p>Big Idea(s): <i>What does the motto, “Out of Many, One” mean and why is it a good motto of the United States?</i></p> <p><i>Essential Questions: Who are Americans? In what ways are Americans similar? In what ways are they different?</i></p>				
Massachusetts Learning Standards	Massachusetts Practice Standards	Timeline	Key Ideas and Concepts	Resources
<p>1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures).</p> <p>Clarification Statements: ☐ <i>Students should learn about each other’s families and types of families that may be different from their own (e.g., single-parent, blended, grandparent-headed, foster, LGBT, multiracial). They should begin to develop an understanding of the diversity</i></p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>	<p>Week 1</p> <p>Out of many, one</p> <p>Week 2</p> <p>What Americans have in common</p> <p>Week 3</p> <p>How Americans are different/diverse</p> <p>Week 4</p> <p>Culture</p> <p>Week 5</p> <p>Tradition</p>	<p>Out of Many, One-E Pluribus Unum</p> <p>Culture</p> <p>Tradition</p> <p>Different types of families</p> <p>Unity</p> <p>Diversity</p> <p>Explain the significance of the following symbols:</p> <ul style="list-style-type: none"> • Bald eagle • U.S. flag • Statue of Liberty • The White House • The national anthem • The dollar and coins 	<p>Cultures of the World: A fun overview of the world’s cultures for kids</p> <p>https://www.youtube.com/watch?v=RwSYrsjTiW4</p> <p>Play the song by Woody Guthrie This Land Is Your Land. Also sung by Jennifer Lopez at President Biden’s Inauguration.</p> <p>Different Types of Families: Learning Diversity for Children</p> <p>https://www.youtube.com/watch?v=ztWv-inB938</p>

<p><i>of the people of the United States and at the same time, how people of different backgrounds can still hold in common shared values of politeness, courage, honesty, respect, and reliability.</i></p> <p>☐ <i>Students should be able to conduct investigations about unity and diversity by reading/looking at picture books about families of diverse backgrounds or interviewing friends, family members, neighbors, or school staff, and then reporting their findings about what people from diverse backgrounds have contributed to the nation, the Commonwealth, or the local community.</i></p> <p>2. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs:</p> <p>a. national symbols (e.g., the United States flag, the bald eagle, the White House, and</p>		<p>Week 6</p> <p>Different types of families</p> <p>Week 7</p> <p>Symbols of the United States</p> <p>Week 8</p> <p>Symbols of the US (cont'd)</p>	<p>Explain the significance of national holidays. Examples:</p> <ul style="list-style-type: none"> • The Fourth of July • Memorial Day • Thanksgiving <p>Show understanding of chronology and time ex. In the past, in the future</p>	<p>Statue of Liberty Tour https://www.nps.gov/stli/learn/photosmultimedia/virtualtour.htm</p> <p>Online White House Tour https://www.360virtualtour.co/portfolio/the-white-house-google-virtual-tour/</p> <p>Ben's Guide to the U.S. Government https://bensguide.gpo.gov/l4/earning-adventures-14more?id=36&age=ben4_8</p> <p>Note: There are also quizzes under the Games tab.</p>
--	--	---	--	--

<p>the Statue of Liberty)</p> <p>b. words, mottoes, phrases, and sentences associated with the United States (e.g., “U.S.” or “America” standing for United States of America, the Latin motto, “<i>E pluribus unum</i>,” on coins, currency, and the seal of the United States, translated as “Out of Many, One,” and the “Pledge of Allegiance”)</p> <p>c. the melodies and lyrics of patriotic songs (e.g., “America the Beautiful,” “My Country, ‘Tis of Thee,” “God Bless America,” and “The Star-Spangled Banner”)</p> <p>3. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., <i>in the past or future; present, past, and future tenses of verbs</i>).</p> <p><i>Clarification Statement: Note that the grade 1 standards of the Massachusetts Science and Technology/Engineering Framework ask students to</i></p>				
---	--	--	--	--

<i>analyze data to identify relationships among seasonal patterns of change, including changing times of sunrise and sunset, seasonal temperature changes and rainfall or snowfall patterns, and seasonal changes to the environment.</i>				
---	--	--	--	--

