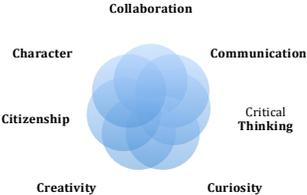


Content Area: Social Studies	Course: Grade One Social Studies	Grade Level: One
		<p>R14 The Seven Cs of Learning</p> 
Unit Titles		Length of Unit
<ul style="list-style-type: none"> • The Relationship between Family, School, and Community 		<ul style="list-style-type: none"> • 6-8 weeks
<ul style="list-style-type: none"> • Citizenship in Our Community 		<ul style="list-style-type: none"> • 6-8 weeks
<ul style="list-style-type: none"> • Our Needs as a Community 		<ul style="list-style-type: none"> • 6-8 weeks
<ul style="list-style-type: none"> • Geography and Maps 		<ul style="list-style-type: none"> • 6-8 weeks



Strands	Course Level Expectations
History	<ul style="list-style-type: none"> • Understand how our community started • Compare our community over time • Understand how my family changed over time
Civics	<ul style="list-style-type: none"> • Know the important people in our community and some of their jobs • Understand and explain important rules in our community (class, school, town)
Economics	<ul style="list-style-type: none"> • Know about resources in our community • Understand how members in our community help each other
Geography	<ul style="list-style-type: none"> • Know different kinds of communities (rural, suburban and urban) • Know different geographical features in my community

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Unit Title	The Relationship between Family, School, and Community	Length of Unit	6-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why were my communities formed? • How have communities changed? 		
Standards*	<p>Developing Questions and Planning Inquiry INQ K-2.1, INQ K-2.2, INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action IINQ K-2 2.11, NQ K-2.16</p> <p>Applying Disciplinary Concepts and Tools GEO 1.1, HIST 1.1, HIST 1.3, HIST 1.8, CIV, 1.2, CIV 1.4</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Types of Communities • Comparing Communities • How Communities Change • How People Change Over Time 		
Key Vocabulary	community, connections, rural, suburban, urban, time, past, present		

*Standards based on Connecticut Elementary and Secondary Social Studies Frameworks
 For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	The Relationship between Family, School, and Community	Length of Unit	6-8 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • types of communities (rural, suburban and urban) • that communities change over time (past and present) • people’s beliefs change overtime (topic examples recycling; technology; education; political) 	<ul style="list-style-type: none"> • identify their community and explain its type • comparing our community’s past to our community’s present within our communities (ex. evolution from native American communities to modern communities) • communicate personal beliefs about a topic and consider different perspectives about the topic

Assessments:	<ul style="list-style-type: none"> • Year-long Social Studies Journal Reflection and Self Assessment
Teacher Resources:	<p>Writing mini-unit on opinions Local organizations (Historical Society; Institute for Native American Studies; Indian Rock Nature Preserve; Mashantucket Pequot Museum) Library Resources and Databases</p>

Unit Title	Citizenship in Our Community	Length of Unit	6-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What makes a community successful? • What important roles and responsibilities are in my community? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.2, INQ K-2.3</p> <p>Evaluating Sources and Using Evidence INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.10</p> <p>Applying Disciplinary Concepts and Tools CIV 1.1, CIV 1.2, CIV 1.3, CIV 1.5,</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • How Communities Need and Make Rules • Successful Communities • Solving Problems 		
Key Vocabulary	civic, values, successful, citizenship, cooperation, problems-steps		

Unit Title	Citizenship in Our Community	Length of Unit	6-8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • why rules might change • what makes a community successful • why civic values are important 	<ul style="list-style-type: none"> • explain the need and purpose of rules inside and outside of the classroom • explain how all people play an important role in our community (judge, mayor, governor, community workers, community members) • resolve conflicts inside and outside of the school community by using “problem-solving steps” (refer to Second Steps) and demonstrating civic values (honesty, mutual respect, cooperation, equality) example- safe, responsible, respectful and prepared

Assessments:	• Year-long Social Studies Journal Reflection- “Self Assessment of Learning” task
Teacher Resources:	Second Step School pledg Library Resources and Databases Bethlehem and Woodbury Historical Societies

Unit Title	Our Needs as a Community	Length of Unit	6-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do needs and wants affect how we live? • How do people earn a living within a community? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.1, INQ K-2.3</p> <p>Evaluating Sources and Using Evidence INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.14</p> <p>Applying Disciplinary Concepts and Tools ECO 1.1, ECO 1.2, ECO 1.3, ECO 1.4</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Needs verses wants • Money in a community • Making a Living Over Time 		
Key Vocabulary	want, need, affect, living, money, jobs, caring, support		

Unit Title	Our Needs as a Community	Length of Unit	6-8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • the difference between a “want and a need” • why is money important • how do various jobs affect our community 	<ul style="list-style-type: none"> • identify what they need to survive verses want they want to have to survive • explain how money affects our decision making tied into want vs. need (ex. classroom fundraiser to support classroom needs/wants or community needs) • compare how people earned a living today and how people earned a living in the past (ex. students/class create timeline to show how jobs changed overtime)

Assessments:	<ul style="list-style-type: none"> • Year-long Social Studies Journal: Self Reflection • Multimedia Project (using digital images or illustrations classifying needs and wants)
Teacher Resources:	<p>Local organizations (Historical Society; Institute for Native American Studies; Indian Rock Nature Preserve; Mashantucket Pequot Museum)</p> <p>Library Resources and Databases</p>

Unit Title	Geography and Maps	Length of Unit	
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What do maps tell us about the communities we belong to? • Why do we watch weather? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.3, INQ K-2.5</p> <p>Evaluating Sources and Using Evidence INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.17</p> <p>Applying Disciplinary Concepts and Tools GEO 1.1 GEO 1.2, GEO 1.3, GEO 1.4</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Maps Are Helpful • How Weather Affects our Community 		
Key Vocabulary	map, map key, symbols, man-made features, natural features, weather, environment		

Unit Title	Geography and Maps	Length of Unit	
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • various ways to use maps to explore our community • map features and how they communicate environmental characteristics of our community • the difference between man-made features compared to natural features • how weather climate affects different communities 	<ul style="list-style-type: none"> • construct a map with map features (key and symbols) of our community (ex. make a map of familiar places) including man-made and natural features • explain how and why maps are helpful • compare and contrast how climate affects how different communities live (ex. food, clothing, jobs, money)

Assessments:	<ul style="list-style-type: none"> • Year-long Social Studies Journal Reflection- “Draw and write about something you learned in this social studies unit” • Map Assessment • Students will be able to identify if places in our community are man-made or naturally made and explain how they know
Teacher Resources:	Library Resources and Databases Town Library