

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**GRADE 1 SOCIAL STUDIES**  
**2021**

**(Last revision date: 1997)**

**Curriculum Writing Team**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today. In addition to these units, teachers may incorporate teaching of current events in age-appropriate ways. The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

## **COURSE GOALS**

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- Good citizens use habits and choose strategies to make our community successful.
- Leaders in our community take actions to help make our community a safe place to work and learn.
- Schools are different based on where people live.
- Families have different traditions around the world.
- Culture makes us who we are.
- Actions of people in the past sometimes lead to new traditions.
- Communities work together to produce goods and provide services for citizens.
- There are different types of communities (urban, rural, and suburban).
- Citizens use different services depending on the availability of goods and services in their community.
- Maps are important because they can help us learn about different places around the world.
- We can use maps to learn about climate and environment.
- Climate and environment affect how people live around the world.

## **COURSE ESSENTIAL QUESTIONS**

- What habits and strategies can good citizens use to help make our home, school, and town communities successful?
- How can leaders take actions that help make our community a safe place to work and learn?
- How are schools different based on where people live in our world?
- How do families celebrate important events?
- How does culture affect who we are and how we live?
- How do past actions of people influence our traditions today?
- How do communities meet the wants and needs of citizens?
- How are communities different depending on their location?
- Why do some citizens use different goods and services than others?
- What do maps tell us about communities around the world?
- How is someone's life different based on where they live?

## COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Citizens develop habits to be successful members of the community.
- Taking Action in Our Community. People take actions in our community to make it a safe place for citizens to work and live.
- Schools and Locations. Schools are different based on where people live and their beliefs.
- Traditions Change Over Time. People celebrate differently around the world and their traditions may change over time.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past.
- Types of Communities. Neighborhoods and communities are different based on location; its citizens may have different wants and needs.
- Map Reading. People can use maps for various purposes to locate places and learn about our world and environment.
- Location, Climate, and Culture. The relationship between location, climate, and environment can have an impact on peoples' culture and the way they live.

Students will be able to . . .

- Identify habits of a successful citizen in Trumbull and in other parts of the world. [CIV]
- Compare and give examples of traditions in the past compared to life today. [HIS]
- Understand that locations and decisions impact our culture, resources, and lifestyle. [CIV, ECO]
- Describe how geography and climate impact daily living and culture. [GEO]
- Develop questions, plan inquiry, use sources, and present an argument about a location in the world and its characteristics. [INQ]

Social Studies Framework Standards Categories	
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CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

## SOCIAL STUDIES YEAR AT A GLANCE

September –October	<u>Unit 1</u> : Citizenship in Our School and Beyond
November – Mid-January	<u>Unit 2</u> : We Are All Connected through Traditions & Cultures
February – Mid-April	<u>Unit 3</u> : Working Together: Our Neighborhood, Towns, and Beyond
Mid-April – June	<u>Unit 4</u> : Take a Trip Around the World
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

Note: In addition to these units, teachers may incorporate instruction for students regarding current events in an age-appropriate manner.

## GRADE 1- UNIT 1

### *Citizenship in Our School and Beyond*

At a grade-appropriate level, the student will:

**CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.**

**CIV 1.4 Apply civic virtues when participating in school settings.**

CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

**CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.**

CIV 1.7 Explain how people can work together to make decisions in the classroom.

CIV 1.8 Identify and explain how rules function in public.

**GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.**

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.14 Ask and answer questions about explanations.

**INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.**

**Concepts:** Need to know about:

Habits of Successful Citizens

- Behaviors affect one another
- Different types of rules for settings--home, classroom, school, community (public versus private)
- Citizenship and civic virtues- habits of success (eg. being fair, taking turns, honesty, respect, cooperation)

- Taking action (eg. helping, telling, problem solving versus tattling or ignoring)
- Consequences of choices (eg. sharing leads to more friends, running could fall and get hurt)
- Collaborative decision making (eg. listening, talking, voting, active participation)

#### Schools in Trumbull

- Roles and responsibilities of people in school (eg. students, custodian, crossing guard, superintendent)
- Similarities and differences in schools- mascots and virtues

#### Schools in Different Parts of the World

- Schools in the world (eg. location on map, weather, culture)
- Typical school days and habits in schools in other parts of the world
- Similarities and differences (eg. activities, dress, routines)

Key Vocabulary: citizen, community, habit, citizenship, consequence, civic virtue, responsibility, conflict, collaborative, vote, mascot, pledge, honesty, respect, cooperation, culture

Skills: Need to be able to do:

#### **Habits of Successful Citizens**

- Observe models of effective citizenship to discuss with others how they help our classroom or community (eg. walking carefully helps keep others from getting hurt).
- Identify and compare different types of rules for settings--home, classroom, school, community (public versus private).
- Take action that demonstrates habits of a successful citizen in different settings (eg. raise hand to be called on, help others by sharing and using inside voices).
- Make connections between actions and their consequences.
- Collaborate to create Classroom Habits for Success (which demonstrate citizenship and civic virtues such as: being fair, taking turns, honesty, respect, cooperation).
- Brainstorm and share examples of effective problem solving in the classroom, school, or community setting (eg. helping, telling, problem solving versus tattling or ignoring).

#### **Schools in Trumbull**

- Identify the roles and responsibilities of people in schools (eg. students, custodian, crossing guard, superintendent).
- Compare and contrast the similarities and differences of schools in Trumbull in their location, size, mascots, and individual school pledge.

#### **Schools in Different Parts of the World**

- Determine the location of another school in the world on the map and its corresponding weather.
- Compare a typical school day and habits in schools in another part of the world with ours in Trumbull.



## **Big Ideas**

*Student's statements of enduring ideas*

- Good citizens use habits and choose strategies to make our community successful.
- Leaders in our community take actions to help make our community a safe place to work and learn.
- Schools are different based on where people live.

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- What habits and strategies can good citizens use to help make our home, school, and town communities successful?
- How can leaders take actions that help make our community a safe place to work and learn?
- How are schools different based on where people live in our world?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Define and discuss with students the traits of a good citizen.
2. Lead students in a discussion of classroom rules, habits of success, and their importance.
3. Collaboratively create a classroom anchor chart of Habits of Successful Citizens.
4. Compare and contrast rules in different settings (school, home, public) to build understanding (eg. anchor chart, Venn diagram or other).
5. Model, and provide student models, of good citizenship through respect for self, others, property, and rules.
6. Develop an anchor chart of problem-solving strategies with the class (eg. telling versus tattling, independent choices to be an active citizen versus teacher directed).
7. Provide graphic organizers with key roles in the school community and town community.
8. Invite guest speakers to discuss how their roles and actions help to make our community safe and successful (as is possible).
9. Supply students with sources of information to inquire about schools in other parts of the world (text, websites, video).
10. Guide students to locate their own school and access information about schools in other parts of the world (location on a map, weather, habits, culture).
11. Create a format for students to provide 1-3 facts about how our school is similar or different (eg. location, weather, habits, culture) to a school in another part of the world.
12. Introduce students to key vocabulary with opportunities for oral discussion and application-- *citizen, community, habit, citizenship, consequence, civic virtue, responsibility, conflict, collaborative, vote, mascot, pledge, honesty, respect, cooperation, culture.*

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### **Evaluation/ Assessment Methods**

#### *Formative*

Student will:

- Listen and participate in class discussions about habits of a good citizen, roles in our community, and schools around the world.
- Verbalize and physically demonstrate understanding of how our actions affect our community in different settings.
- Participate in discussions and role playing to identify tools to resolve conflicts.
- Use sources such as people, maps, books, websites, and videos to identify similarities and differences of schools in different locations.

#### *Summative*

Student will:

- Reflect, identify, and document their own ideas or understanding of Habits for Successful Citizenship through drawing with oral dictation or written response.
- Sort similarities and differences between our school in Trumbull and schools in other parts of the world and write one fact to demonstrate their understanding.

### **Time Allotments/Pacing Guide**

6 – 8 weeks

## GRADE 1- UNIT 2

### *We Are All Connected Through Traditions and Cultures*

At a grade-appropriate level, the student will:

**HIST 1.1 Compare life in the past to life in the present.**

**HIST 1.2** Generate questions about individuals and groups who have shaped a significant historical change.

**HIST 1.3** Compare perspectives of people in the past to those in the present.

**HIST 1.4** Identify different kinds of historical sources.

**HIST 1.5** Explain how historical sources can be used to study the past.

**HIST 1.7** Generate questions about a particular historical source as it relates to a particular historical event or development.

**HIST 1.8** Generate possible reasons for an event or development in the past.

**CIV 1.5** Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

**GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.**

**INQ K–2.1** Explain why the compelling question is important to the student.

**INQ K–2.2** Identify disciplinary ideas associated with a compelling question.

**INQ K–2.3** Identify facts and concepts associated with a supporting question.

**INQ K–2.4** Make connections between supporting questions and compelling questions.

**INQ K–2.5** Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions

**INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.**

**INQ K–2.14** Ask and answer questions about explanations.

**Concepts:** Need to know about:

Exploring Family and World Traditions

- Family traditions over time (past and present)
- Traditions help us remember people and events.
- Family traditions around the world
- Maps- location, climate influence on tradition (connect with seasons)
- Culture influences traditions (eg. family beliefs, practices in tradition)
- Using sources to present information

School Traditions

- School traditions connect us to our community and beyond (including but not limited to: Veterans Day Assembly, World Peace Day, Celebration of the Arts, Grade 5 Stepping Up Ceremony, Field Day, Pancake Breakfast)
- Traditions that happen due to past events (eg. Veteran’s Day, President’s Day)

Key Vocabulary: traditions, culture, beliefs, religion, sources, celebration, past, present, community, customs, research

**Skills:** Need to be able to do:

Exploring Family and World Traditions

- Explain the definition of tradition and how they developed over time in your family
- Identify and compare family traditions with peers
- Use maps and/or globes to locate countries and describe how climate influences traditions.
- Explain how your traditions are influenced by your cultural beliefs (eg. fasting for Ramadan, cleaning of homes for Chinese New Year, naming of children)
- Conduct research to identify and compare the locations and traditions of different countries.

School Traditions

- Brainstorm and share examples of traditions in our school.
- Consider traditions that happen because of past events (eg. Veteran’s Day)
- Explain the role these traditions play in our school community and beyond.

**Big Ideas**

*Student’s statements of enduring ideas*

- Families have different traditions around the world.
- Culture makes us who we are.
- Actions of people in the past sometimes lead to new traditions.

**Compelling or Essential Questions**

*Teacher’s guiding questions*

- How do families celebrate important events?
- How does culture affect who we are and how we live?
- How do past actions of people influence our traditions today?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Define and discuss with students the terms: tradition, culture, and celebration.
2. Lead students in a discussion about how and why family traditions may change over time.
3. Discuss how some past events influence or cause us to have traditions today (eg. Memorial Day Parade, Thanksgiving dinner)
4. Collaboratively create a classroom anchor chart of holidays and traditions celebrated by students. (homework assignment: list holidays and traditions celebrated – see resource list)
5. Using the anchor chart created, discuss and compare different holidays and traditions.
6. Model creating and provide a passport which students will use to remember each country they “visit” as they explore traditions around the world.
7. Invite guest speakers to discuss and share their family’s holidays and traditions.
8. Guide students to locate a country using a map or globe and identify corresponding holidays and traditions.
9. Supply students with sources of information to inquire about traditions in other parts of the world.
10. Lead students in a discussion about school wide traditions and how they strengthen school culture and community (use Google Slide template to be personalized by school)
11. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *traditions, culture, beliefs, religion, sources, celebration, past, present, community, customs, research*

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Listen and participate in class discussions about holidays, traditions, and the influence of culture on their lives.
- Use sources such as people, maps, books, websites, and videos to identify similarities and differences of holidays and traditions around the world.
- Create their own individual passport to record information about traditions and countries.
- Identify and define key vocabulary related to holidays, traditions, and culture.

## Summative

Student will:

- Present a summary in which student's reflect, identify, and document their own ideas or understanding of traditions and holidays around the world through drawing and written response.
  - Using sources, record at least 3 facts including country (origin or celebrated), time of year, and tradition/interesting fact about the holiday.
  - Draw and label a picture to accompany their writing.

## **Time Allotments/Pacing Guide**

8 – 10 weeks

## GRADE 1- UNIT 3

### *Working Together: Our Neighborhood, Towns, and Beyond*

At a grade-appropriate level, the student will:

**CIV1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).**

**CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority**

**CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.**

**ECO 1.1 Explain how scarcity necessitates decision-making.**

**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**

**GEO 1.1 Construct maps, graphs and other representations of familiar places.**

**INQ K–2.1 Explain why the compelling question is important to the student.**

**INQ K–2.2 Identify disciplinary ideas associated with a compelling question.**

**INQ K–2.3 Identify facts and concepts associated with a supporting question.**

**INQ K–2.4 Make connections between supporting questions and compelling questions.**

**INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions**

**INQ K–2.14 Ask and answer questions about explanations.**

**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.**

**INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.**

## Concepts: Need to Know About:

### Working Together in Trumbull

- Map of Trumbull
- Roles and responsibilities of key leaders (eg. 1<sup>st</sup> Selectperson, Board of Education)
- Produce- goods (eg. vegetables, ice cream, Vaseline,) and services (eg. police chief, fire chief)
- Organizations (eg. Parks and Recreation, Road Works, Emergency Services, Schools)
- Trumbull businesses (Plasko's Farm, Unilever, restaurants, malls, car garages)
- Earned Income
- Needs and wants
- Scarcity (not having enough) necessitates decisions
- Solving a community issue/problem (voting, 1<sup>st</sup> selectperson)

### Working Together in Our State & World

- Urban, suburban, rural
- Map of CT and the world
- Towns in CT and the world- tourism, farming, manufacturing

Key Vocabulary: citizens, goods, produce (make,) services, town officials, roles and responsibilities, earn, income, urban, suburban, rural, manufacturing, tourism, farming, scarcity, transportation

### **Skills:** Need to be able to do:

#### Working Together in Trumbull

- Identify roles and responsibilities of key leaders in Trumbull.
- Explain the difference between a need and a want.
- Discuss goods, services, and organizations needed and located within Trumbull.
- Read a map in order to locate goods and services.
- Demonstrate understanding that people work to provide services and goods to make money which is *earned* income (eg. doing chores at home to make money versus money from the Tooth Fairy).
- Provide an example of how scarcity can change people's decisions (eg. not enough lemonade at the stand leads to drinking Coke).
- Collaborate to discuss a way people might work together in Trumbull to solve a problem (eg. speaking with 1<sup>st</sup> selectperson, voting).

#### Working Together in Our State & World

- Use map features to identify rural, urban, and suburban communities in Connecticut and/or the world.
- Locate and discuss examples of goods and services offered in other towns in Connecticut (farming, manufacturing, tourism) and/or the world.
- Compare communities in Connecticut and/or the world to Trumbull.



## **Big Ideas**

*Student's statements of enduring ideas*

- Communities work together to produce goods and provide services for citizens.
- There are different types of communities (urban, rural, and suburban).
- Citizens use different services depending on the availability of goods and services in their community.

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- How do communities meet the wants and needs of citizens?
- How are communities different depending on their location?
- Why do some citizens use different goods and services than others?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Create and discuss an anchor chart with students that shows the key leaders and primary services provided to citizens in Trumbull.
2. Lead the students to identify the location of services on the map of Trumbull.
3. Provide the opportunity for students to explore the differences between needs and wants (eg. sorting) and make a personal connection to an example from their own lives.
4. Supply examples for students that demonstrate earning income. (Integrate with math lessons as is possible, ie. earning an allowance).
5. Use video and/or text resources to demonstrate how scarcity affects peoples' decision making.
6. Discuss with students how they or someone they know has been affected by a scarcity of resources.
7. Role play with students a community problem and how it might be solved by working together.
8. Introduce the vocabulary words of *urban*, *suburban* and *rural* to students.
9. With guidance and support, allow students to use maps to locate other Connecticut towns and/or communities in the world to compare characteristics of towns and the goods/services they provide.
10. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *citizens, goods, produce (make,) services, town officials, roles and responsibilities, earn, income, manufacturing, tourism, farming, scarcity, transportation*

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### *Evaluation/ Assessment Methods*

#### Formative

Student will:

- Participate in a discussion to compare and contrast the roles and responsibilities of community leaders using key vocabulary.
- Use sources such as maps, books, websites, and videos to identify similarities and differences of communities around the world.
- Participate in discussions and scenarios/role playing to identify procedures that community leaders follow to address problems and take action.

#### Summative

Student will:

- Complete a short assessment in which they:
  - Identify and label pictures of rural, urban, and suburban communities.
  - Identify the type of community in which they live.
  - Describe at least 3 characteristics of a community of choice. (eg. goods and services provided, housing, transportation, landscape)

## **Time Allotments/Pacing Guide**

10 – 12 weeks

## GRADE 1- UNIT 4

### *Take a Trip Around the World*

At a grade-appropriate level, the student will:

**CIV 1.5** Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

**ECO 1.2** Identify the benefits and costs of making various personal decisions.

**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.

**HIST 1.6** Identify the maker, date, and place of origin for a historical source from information within the source itself.

**INQ K–2.1** Explain why the compelling question is important to the student.

**INQ K–2.2** Identify disciplinary ideas associated with a compelling question.

**INQ K–2.3** Identify facts and concepts associated with a supporting question.

**INQ K–2.4** Make connections between supporting questions and compelling questions.

**INQ K–2.5** Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions

**INQ K–2.6** Gather relevant information from one or two sources while using the origin and structure to guide the selection.

**INQ K–2.7** Evaluate a source by distinguishing between facts and opinion.

**INQ K–2.10** Construct an argument with reasons.

**INQ K–2.11** Construct explanations using correct sequence and relevant information.

**INQ K–2.12** Present a summary of an argument using print, oral, and digital technologies.

**INQ K–2.13** Ask and answer questions about arguments.

**INQ K–2.14** Ask and answer questions about explanations.

## **Concepts: Need to Know About:**

### **Exploring Our World Through Maps and Globes**

- Purpose of a map
- Types of maps and their differences (eg. climate, weather, landforms, road, globe)
- Map features and map key

### **Ways the Environment Impacts Places Around the World**

- Climate affects lifestyle (eg. diet, housing, jobs, population, outdoor activities)
- Climate affects environment (eg. agriculture, wildlife, natural resources)

Key Vocabulary: map, globe, map key, compass rose, cardinal directions, environment, climate, temperate, dry, polar, tropical, landforms, agriculture, wildlife, natural resources, equator

## **Skills: Need to be able to do:**

### **Exploring Our World Through Maps and Globes**

- Identify and locate the important features of a map (eg. map key, compass rose, North, South, West, East)
- Discuss and compare the purpose of different maps (climate, weather, landforms, road, globe)
- Explore and identify man-made (bridges, dams, highways) and geographical (islands, volcanoes, mountains) landforms.

### **Ways Climate and Environment Impacts Places Around the World**

- Compare and contrast how climate affects lifestyle and environment in different places around the world.
- Demonstrate understanding of the way climate and environment impacts how people live.
- Argue, using evidence about climate and environment, why a chosen location is the best place to visit.

## **Big Ideas**

### *Student's statements of enduring ideas*

- Maps are important because they can help us learn about different places around the world.
- We can use maps to learn about climate and environment.
- Climate and environment affect how people live around the world.

## **Compelling or Essential Questions**

### *Teacher's guiding questions*

- What do maps tell us about communities around the world?
- How is someone's life different based on where they live?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Introduce the concept of a map by sharing different types of maps (climate, weather, landforms, road, globe).
2. Reinforce concepts using digital resources that provide examples of maps (connection to Science/*Marianna Becomes a Butterfly*).
3. Lead the class in a discussion to describe climate and environment in places around the world (eg. climate zones in the United States and the world).
4. Create an anchor chart illustrating countries (beginning with the Dominican Republic), their corresponding climates (tropical, polar, dry, temperate), and weather (hot, humid, rainy, warm, cold, snowy).
5. Using sources, such as websites, books, and videos, model and provide supports for students to describe why a chosen location (beyond our state) is the best place to visit based on climate and environment.
6. Introduce students to key vocabulary with opportunities for oral discussion -- map, globe, map key, compass rose, cardinal directions, environment, climate, temperate, dry, polar, tropical, landforms, agriculture, wildlife, natural resources, equator.

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Label different kinds of maps using a matching activity (road, weather, landform, and climate)
- Discuss how climate and environment affect the way people live.

### Summative

Collaboratively create a presentation in which they:

- Working cooperatively, use sources to write about an ideal vacation destination (eg. including but not limited to a travel brochure, booklet, or poster).
- State their personal opinion about why the destination is ideal and include at least three reasons with supporting evidence (climate, environment, landform, location, outdoor activities).

## **Time Allotments/Pacing Guide**

6-8 weeks (Note: Coordinate planning around the *Science Pollinating Unit*).

**ASSURED STUDENT PERFORMANCE TEMPLATES & RUBRICS**

**Summative Assessment**

**Unit 1: Citizenship in Our School and Beyond**

Name \_\_\_\_\_

Date \_\_ / \_\_ / \_\_

1. Cut, sort, and paste the pictures in the correct column.

**Schools in Trumbull**

**Schools Around the World**

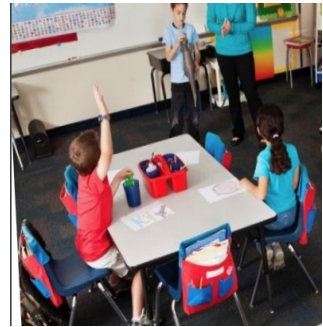
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2. Write one way that our school in Trumbull is different from a school around the world.

My school is different from a school around the world because

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Summative Assessment  
Unit 1: Citizenship in Our School and Beyond

**Answer Key:**

Question	Point(s)	Points Earned
1	1 pt. for each correctly sorted picture	___ out of 10
2	1 pt. for writing a complete sentence. 1 pt. for writing a fact with accuracy. (2 possible pts)	___ out of 2
		Total: ___ out of 12 pts.

**Report Card Scoring Guide:**

Demonstrates understanding of social studies concepts.

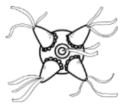
0-4 pts.	1	Not meeting grade level standards.
5-9 pts.	2	Approaching grade level standards.
10-12 pts.	3	Meeting grade level standards.



## Unit 2 Summative Assessment Presentation: We Are All Connected Through Traditions

Name \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_

1. Use the word bank to choose one holiday that you do **not** celebrate at home. Circle your choice.



Las Posadas



Diwali



Christmas



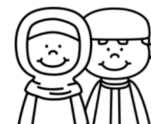
Hanukkah



Saint Lucia



Kwanzaa



Eid al-Fitr

2. In complete sentences, write three facts about the holiday.  
Where is the holiday celebrated?

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When is this holiday celebrated?

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One interesting fact I learned:

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3. Draw and label a picture of one tradition about the holiday you chose.

A large, empty rounded rectangular box with a black border, intended for a student to draw and label a holiday tradition. The box is centered on the page and occupies most of the middle section.

**Answer Key:**

Question	Point(s)	Points Earned
1	1 pt.	___ out of 1
2	1 pt. for writing a complete sentence (uppercase letter, punctuation). 1 pt. for writing a fact with accuracy.  (6 possible pts)	___ out of 6
3	1 pt. for drawing a picture 2 pts. for adding label(s).	___ out of 3
		Total:  _____ out of 10 pts.

**Report Card Scoring Guide:**

Demonstrates understanding of social studies concepts.

0-4 pts.	1	Not meeting grade level standards.
5-7 pts.	2	Approaching grade level standards.
8-10 pts.	3	Meeting grade level standards.

Summative Assessment  
Unit 3: Working Together: Our Neighborhood, Town, and Beyond

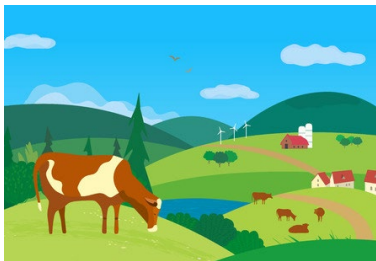
Name \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_

1. Use the word bank to label the picture of each community.

Word Bank:  
rural  
suburban



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. What kind of community do we live in?

- a. Rural
- b. Urban
- c. Suburban

3. Circle one type of community to write about.



Then, write three complete sentences describing the characteristics of this community. Think about the type of housing, transportation, landscape, goods and services in this type of community.

Fact #1:

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Fact #2: \_\_\_\_\_

---

Fact #3:

---

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Answer Key:

Question	Point(s)	Points Earned
1	3 pts.	___ out of 3
2	1 pt.	___ out of 1
3	1 pt. for writing a complete sentence. 1 pt. for writing a fact with accuracy.  6 possible pts.	___ out of 6
		Total:  ___ out of 10 pts.

**Report Card Scoring Guide:**

Demonstrates understanding of social studies concepts.

0-4 pts.	1	Not meeting grade level standards.
5-7 pts.	2	Approaching grade level standards.
8-10 pts.	3	Meeting grade level standards.

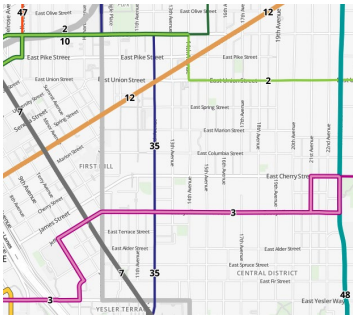
# FORMATIVE ASSESSMENT

## Unit 4: Working Together: Our Neighborhood, Town, and Beyond

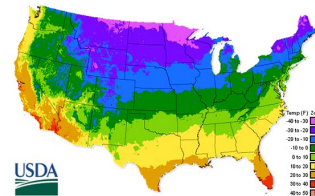
Name \_\_\_\_\_

Use the word bank to label the picture of each type of map.

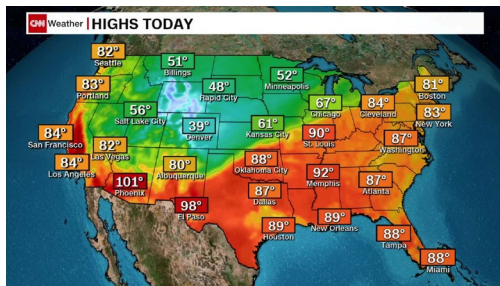
Map Types: Word Bank			
climate	road	landform	weather



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## SUMMATIVE ASSESSMENT



### Unit 4: Take a Trip Around the World Travel Brochure



Part 1: Students will work together to create a travel brochure about an ideal vacation destination. Each student will be responsible for completing one page to describe their destination (Including, but not limited to: Weather, Environment, Leisure Activities). Students will individually complete one additional page to write their opinion with supporting details about their destination.

Part 2: As a culminating activity, students will present their travel brochure to classmates.

Part 3: Students will complete the self assessment rubric to reflect on their work.

Area	Point(s)	Points Earned
Working Cooperatively	Yes or No	___ out of 1
Individual Information Page	Wrote words to describe: 2 pts. Drew a picture to match: 2 pts.	___ out of 4
Opinion Writing	Destination: 1 pt Three Facts: 1 pt. each Complete sentences: 1 pt. each	___ out of 7
Presentation	Clear Voice: 1 pt Eye Contact: 1 pt Displayed Presentation: 1 pt	___ out of 3
		Total: 15 ___ out of 15 pts.

0-6 pts.	1	Not meeting grade level standards.
7-11 pts.	2	Approaching grade level standards.
12-15 pts.	3	Meeting grade level standards.