

Grade 1: My Classroom and School

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to chronicle classroom or school events in order to compare perspective and recognize change over time. - Students will demonstrate the ability to identify their rights and responsibilities at school and in the classroom in order to describe the social and political systems of a school. - Students will demonstrate the ability to distinguish between needs and wants in order to describe economic decision making. - Students will demonstrate the ability to describe the reciprocal relationships among human and physical systems by using school maps and identifying some environmental and cultural characteristics. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. <u>Content Standards:</u> - Civ.1.K-2. Describe roles and responsibilities of people in authority. - Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. - Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. - Civ.7.K-2. Apply civic virtues when participating in school settings. - Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. - Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. - Civ.10.K-2. Compare their own point of view with others’ perspectives. - Civ.11.K-2Explain how people can work together to make decisions in the classroom. - Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings. - Geo.1.K-2. Construct maps, graphs, and other representations of familiar places. - Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. - Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. - Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region. - Geo.5.K-2. Describe how human activities affect the cultural and	Transfer	
	Students will be able to independently use their learning to act as responsible citizens, making informed decisions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - each place on Earth has a unique set of local conditions and connections to other places. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - economic decision making Involves setting goals, identifying the resources available to achieve those goals, and weighing the additional benefit of an action against the additional cost. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action.	ESSENTIAL QUESTIONS - Can rules to used to solve a problem? - How do your needs change? - How does what already happened influence what could happen?
	Acquisition	
Students will know... - that places in the school can be located using directions (in front of, next to, by the office, etc..) - that maps and globes can be used to represent places in the world. - symbols are used to represent different physical features on maps. - that schools are made up of diverse people and students, and that each person plays an important role in the school community.	Students will be skilled at... - constructing and using maps, graphs, and other representations. - describing roles and responsibilities. - applying civic virtues in school settings and following rules. - describing democratic principles. - comparing one’s point of view with others’ perspectives. - collaborating with others to make decisions.	

environmental characteristics of places or regions. • Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. • His.1.K-2. Create a chronological sequence of multiple events. • His.2.K-2. Compare life in the past to life today. • His.4.K-2. Compare perspectives of people in the past to those of people in the present. • His.6.K-2. Compare different accounts of the same historical event. • Eco.1.K-2. Explain how scarcity necessitates decision making. • Eco.2.K-2. Identify the benefits and costs of making various personal decisions. • Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. • Eco.5.K-2. Identify prices of products in a local market. • Eco.6.K-2. Explain how people earn income. • Eco.7.K-2. Describe examples of costs of production. • Eco.10.K-2. Explain why people save. • D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. • D4.7.K-2. Identify ways to take action to help address local, regional, and global problems. • D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	• that members of a classroom deserve to be heard and they deserve respect. • that children have basic rights and responsibilities (as members of a family, classroom, community, and nation). • that we have rules at school to ensure safety and fairness. • decisions can be made by voting. • that school supplies and materials are produced using resources, and that products have a cost. • the physical characteristics and value of paper money and coins. • that an adult earns an income to provide for the needs and wants of the family. • that people save money in banks. • that change happens over time (weather, schools, lives). • that events in the school day, week and year happen in a sequential order. • that all families have a history or past. • that each community member has his/her own beliefs, traditions and opinions. • that where we live matters (climate, culture, beliefs). • that people use their background knowledge to experience events in different ways. <u>vocabulary:</u> map, map key, compass rose, rules, globe, individuals, community, symbols, leaders, roles, citizen, opinion, compromise, needs, wants, jobs, income, resource, change, sequence, events, procedures, vote, principal, teacher, student, background knowledge, respect, beliefs, traditions, goods, services	• sequencing multiple events. • comparing the past to the present. • explaining impact. • taking informed action.
Content Area Literacy Standards	21 st Century Skills	
not applicable	• collaborate with others • interact effectively with others • adapt to change • be flexible	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	