

Grade 1, Trimester 1, Unit 1

Classroom and School Community

Overview

Number of instructional days: 12 (1 day = 30 minutes)

Rationale for placement

It is essential for students to learn about school and classroom rules at the beginning of the year when the classroom culture is being established. These concepts will help ensure student success throughout the school year.

Concepts to be learned and skills to be used

Grade Span Expectations for Social Studies

- DEMONSTRATE understanding of how individuals and groups EXERCISE their rights and responsibilities.
- DEMONSTRATE **understanding of** how the **choices** we make IMPACT **others**.

Common Core State Standards for English Language Arts

- ASK and ANSWER **questions** about **key details** in a **text**.
- IDENTIFY the main topic and identify the key details.
- ASK and ANSWER questions about key details in a text to help DETERMINE or help CLARIFY the meaning of words and phrases in a text.
- IDENTIFY the reasons an author gives to support points in a text.
- WRITE **narratives** in which they RECOUNT **two or more** appropriately **sequenced events**, INCLUDE some **details**.
- USE temporal words to SIGNAL event order and PROVIDE some sense of closure.
- WRITE about a **topic**, RESPOND to **questions**, and **add details** with guidance and support.
- PARTICIPATE in shared research projects.

Essential questions

- What is a rule? Who makes rules? Why do we need rules?
- What makes a good rule?
- What are some consequences for not following the rules?

Written Curriculum

Grade Span Expectations for Social Studies

C&G 3: In a democratic society all people have certain rights and responsibilities.

- (K–2)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- a. demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)
 - b. working cooperatively in a group, sharing responsibilities or individual roles within a group
 - c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (K–2)–3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...
- a. listing the pros and cons of personal decisions (e.g., littering, recycling)

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (K–2) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- a. identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.)

Common Core State Standards for English Language Arts

Reading Standards for Informational Text

Key Ideas and Details

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Integration of Knowledge and Ideas

- RI.1.8 Identify the reasons an author gives to support points in a text.

Writing Standards

Text Types and Purposes

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

- W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Note: Instruction in these standards will build upon the introduction to them in kindergarten, but these concepts and skills will again be taught directly at the developmental level.

Prior learning

C&G

In kindergarten, students were introduced, at the developmental level, to school and classroom rules and to working cooperatively in a group.

RI

In kindergarten, with prompting and support, students asked and answered questions about key details in a text. They identified the main topic and identified the reasons an author gave to support details in a text.

W

In kindergarten, students used a combination of drawing, dictating, and writing to narrate events. With guidance and support, they responded to questions and added details to strengthen writing as needed.

Students also participated in shared research projects.

Current learningC&G

In first grade, students learn about rules at home, at school, and in the community, at the reinforcement level. At the developmental level, they learn why community rules are important, who enforces them, and why it is important for them to be enforced. School rules will be discussed and reinforced throughout the day in various school settings.

Authority figures (community helpers) are introduced to the whole group through nonfiction texts, video clips, guest speakers, and possible field trips.

RI

In first grade, students ask and answer questions about key details from a text. They identify the main topic and key details of a text. They ask and answer questions to help clarify the words and meanings in a text. They also identify the reasons an author gives to support points in a text.

W

First-grade students write narratives in which they recount two or more appropriately sequenced events. They focus on a topic and supply details. Students also participate in a shared research project.

Future learningC&G

In second grade students will evaluate rules and laws in various settings.

RI

In Grade 2, students will ask and answer questions such as who?, what?, where?, when?, and how? to demonstrate understanding of texts. They will identify the main topic of texts and determine the meaning of words and phrases in a text. They will describe how reasons support specific points an author makes in a text.

W

Second graders will focus on a topic and strengthen their writing as needed by revising and editing. They will also participate in a shared research and writing project.

Resources

Suggested primary and secondary documents

The Rule Book

Mean Jean the Recess Queen

Officer Buckle

Good Manners Series by Amanda Tounille

Miss Nelson is Missing

Respect Responsibility Series

No, David!

Know and Follow the Rules by Cheri Meiners

Whose Hat is This? by Sharon Cooper

On the Town: A Community Adventure by Judith Caseley

Rules and Laws by Ann-Marie Kishel

Discovery Ed Video Clips

Suggested online resources

Key information from the grade-span expectations and common core state standards documents

Websites with Common Core information, strategies, or lessons

Vocabulary

Grade 1, Trimester 1, Unit 2

Community Helpers

Overview

Number of instructional days: 13 (1 day = 30 minutes)

Rationale for placement

In Unit 1.1, students learn about rules at home and in school. In Unit 1.2, students learn about rules in the community—who makes the rules in the community as well as how and why these rules are enforced.

Concepts to be learned and skills to be used

Grade Span Expectations for Social Studies

- DEMONSTRATE UNDERSTANDING of **sources of authority**.
- EXPLORE **examples of services** (e.g., post office, police, fire, garbage collection) **PROVIDED in their own community**.
- IDENTIFY **authority figures** (e.g., family, school, police, firefighters, etc.)

Common Core State Standards for English Language Arts

- ASK and ANSWER **questions** about **key details** in a **text**.
- KNOW and USE **text features**, **LOCATE key facts** or **information in text**.
- IDENTIFY basic **similarities** in and **differences** between **two texts** on the **same topic**.
- WRITE **narratives** in which they **RECOUNT two or more** appropriately **sequenced events**, **INCLUDE** some **details**. USE **temporal words** to **SIGNAL event order** and **PROVIDE** some **sense of closure**.
- **RECALL information** from experiences or **GATHER information** from provided **sources** to **ANSWER a question**.

Essential questions

- What is a community helper? How do community helpers help the community?
- Who makes and enforces the rules in the school and in the community? Why is it important for someone to enforce the rules?
- What are the consequences for breaking a rule in the community?

Written Curriculum

Grade Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (K-2)–1 Students demonstrate an understanding of origins, forms and purposes of government by...
- c. exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community
- (K-2)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

RI.1.1 Ask and answer questions about key details in a text.

Craft and Structure

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Integration of Knowledge and Ideas

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Writing Standards

Text Types and Purposes

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

C&G

At the developmental level, kindergarten students learned about respect and authority figures at home and at school.

RI

In kindergarten, students, with prompting and support, asked and answered questions about key details in a text.

Students identified the front cover, back cover, and title page of a book.

With prompting and support, students identified basic similarities in and between two texts on the same topic.

W

In kindergarten, students used a combination of drawing, dictating, and writing to narrate events.

With guidance and support, kindergarten students recalled information from experiences or sources to answer a question.

Current learning

C&G

At the developmental level, students learn about respect at school and in the community. They learn why community rules are important, who enforces the rules, and why it is important for the rules to be enforced.

Authority figures (community helpers) are introduced to the whole group through nonfiction texts, video clips, guest speakers, and possible field trips.

RI

In first grade, students ask and answer questions about key details in a text.

Students identify basic similarities in and differences between two texts on the same topic.

W

In first grade, students write narratives in which they recount two or more appropriately sequenced events.

With guidance and support, students recall information from experiences or gather information from provided sources to answer questions.

Future learningC&G

In second grade, instruction will focus on the developmental level and students will learn why laws are needed. They will learn to recognize the characteristics of leadership and fair decision making.

Second-grade students will learn how to be productive members of a group.

Second graders will also identify problems in the classroom and plan and implement solutions.

RI

In second grade, students will ask and answer who, what, where, when, why, and how questions to demonstrate an understanding of key details in a text

Second graders will know and use various text features.

Students in Grade 2 will compare and contrast the most important points presented by two texts on the same topic.

W

In second grade, the students will write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings.

Students will recall information from experiences or gather information from provided sources to answer a question.

Resources

Suggested primary and secondary documents

Officer Buckle by Peggy Rathman

Community Helpers by Dee Ready

Welcome Book Series by Jan Kottke

Series: *A Day in the Life of a . . .* by Heather Adamson

Career Day by Lizzy Rockwell

Guess Who We Saw by Mary Garcia

Stella Louells's Run Away Book

When I Grow Up by Al Yankovic

Suggested online resources

Discovery Ed Video Clips

Key information from the grade-span expectations and common core state standards documents

Websites with Common Core information, strategies, or lessons

Vocabulary

Grade 1 Social Studies, Trimester 2, Unit 1

Mapping Skills

Overview

Number of instructional days: 20 (1 day = 30 minutes)

Rationale for placement

It is essential for students to learn the significance of maps and globes and recognize the elements of each and how the elements are used. These concepts will help the students to understand the world in spatial terms.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEMONSTRATE **understanding** of maps and globes.
- RECOGNIZE the **elements** of maps.
- EXPLAIN the **elements** of a map and how they are used.

Common Core State Standards for English Language Arts

- ASK and ANSWER **questions** about **key details** in a **text**.
- IDENTIFY the **main topic**.
- IDENTIFY the **key details**.
- ASK and ANSWER **questions** about **key details** in a text to help DETERMINE or help CLARIFY the **meaning of words** and **phrases** in a **text**.
- DISTINGUISH between **information** provided by **pictures** or other **illustrations** and **information** provided by the **words** in a **text**.
- USE the **illustrations** and **details** in a **text** to DESCRIBE its **key ideas**.
- WRITE an **opinion piece**, INTRODUCE the **topic**, STATE an **opinion**, SUPPLY a **reason** and PROVIDE **closure**.
- USE a variety of **digital tools** to PRODUCE and PUBLISH **writing**.

Essential questions

- What is a map? What is a globe? What are they used for? Why do people use maps and globes?
- How are maps and globes the same and different?
- How is a map key/map legend used? Why are they important?
- Why are symbols important?
- What is a compass rose? How is it used?

Burrillville, Lincoln, and Smithfield Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Written Curriculum

Grade-Span Expectations for Social Studies

G 1: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms.

- (K-2) –1 Students understand maps, globes, and other geographic tools and technologies by...
- a. identifying the purpose of a variety of maps.
 - b. describing where places are located on a map using relative distance and direction.
 - c. organizing information about people places and environments in a spatial context (e.g., the school is *next* to a store; a student’s house is *across* the street from the park).
- (K-2) –2 Students identify the characteristics and features of maps by...
- a. recognizing elements of a map (e.g., key, scale, compass rose).
 - b. explaining how the elements are used (e.g., key explains symbols; scale indicates distance; compass rose indicates direction).

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

Writing Standards

Text Types and Purposes

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Production and Distribution of Writing

W.1.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including collaboration with peers.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learningG

Kindergarten does not address these standards.

RI

With prompting and support, kindergarten students asked and answered questions about key details in a text.

Students identified the main topic and retold key details in a text.

Students named the author and illustrator of a text and defined the role of each in presenting the ideas or information in a text.

They described the relationship between illustrations and the story in which those illustrations appear.

W

In kindergarten, students used a combination of drawing, dictating, and writing to compose opinion pieces. Students told the reader the topic, or the name of the book they were writing about, and stated an opinion or preference about the topic or book.

With guidance and support from adults, kindergarten students explored a variety of digital tools to produce and publish writing, including in collaboration with peers.

Current learningG

At the developmental level, first grade students are introduced to maps and globes.

They describe the significance of the map key, legend, and compass rose. Additionally, they use maps to organize information in a spatial context. For example, the school is next to the store. Students may follow simple maps to locate places in the school, draw maps of the classroom, or their bedroom/house, or read simple maps to show an understanding of various map skills. Additionally, they may write a set of directions from point A to point B. Furthermore, when given a map, a student may follow directions to find a specified location. First grade is the only grade that addresses these grade span standards.

RI

First grade students ask and answer questions about key details in a text, identify the main topic and retell key details of a text, and ask and answer questions to determine or clarify the meaning of words or phrases in a text.

They also distinguish between information provided by pictures, or other illustrations, and information provided by the words in a text.

First graders also use illustrations and details to describe key ideas in a text.

W

First grade students write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

With guidance and support, first graders use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Future learning*G*

Second grade does not address the standards related to using maps, globes, and their features.

RI

Second grade students will answer questions such as who, what, when, where, why, and how to demonstrate an understanding of key details in a text.

Students will identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Students will determine the meaning of words and phrases in a text.

Students will identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Students will explain how specific images contribute to, and clarify, a text.

W

Second graders will write opinion pieces in wherein they will introduce the topic, or books, they are writing about, state an opinion, supply reasons that support the opinion—using linking words to connect opinion and reasons—and provide a concluding statement or section.

They will use a variety of digital tools to publish writing including in collaboration with peers.

Resources

Suggested primary and secondary documents

Me On a Map (Joan Sweeny)

Mapping Penny's World (Loreen Leedy)

Franklin's Neighborhood (Paulette Bourgeois)

Comparing Two Cities (Anna Lee)

A Good Place to Live (Marvin Buckley)

Maps (Ari Brennan)

Map Essentials Grade 1 (National Geographic)

Suggested online resources

Read Works: selected passages

Discovery Education

Map Skills: Thematic Unit plan for 1st grade elementary education

Vocabulary

globe

geography

map

directions

compass rose

north

map key/ legend

south

symbol

east

west

Grade 1 Social Studies, Trimester 2, Unit 2
Natural/Physical and Human Features

Overview

Number of instructional days: 5 (1 day = 30 minutes)

Rationale for placement

Students need to know and understand that natural/physical features and human-made features influence places and regions.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY and DESCRIBE **natural/physical features** (river, mountain, ocean, weather, climate)
- IDENTIFY and DESCRIBE **human-made features** (building, streets, bridges)

Common Core State Standards for English Language Arts

- ASK and ANSWER **questions** about **key details** in a **text**.
- IDENTIFY the **main topic** and **RETELL key details** of a text.
- WRITE **opinion pieces**: INTRODUCE the **topic**, STATE an **opinion**, SUPPLY a **reason**, PROVIDE **closure**.

Essential questions

- What is a natural/physical feature? What is a human-made feature?
- What are examples of natural/physical features?
- What are examples of human-made features?

Written Curriculum

Grade-Span Expectations for Social Studies

G 2: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (K-2) –1 Students understand the physical and human characteristics of places by...
- a. identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).
 - b. identifying and describing human-made features (e.g., buildings, streets, bridges).

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Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.

Writing Standards

Text Types and Purposes

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

G

Kindergarten did not address these grade-span standards.

RI

In kindergarten, with prompting and support, students asked and answered questions about key details in a text. They identified the main topic and retold key details of a text, and they asked and answered questions about unknown words in a text.

Students named the author and the illustrator of a text and defined the role of each in presenting the ideas or information in a text. Students also described the relationship between illustrations and the text in which they appear.

W

In kindergarten, students used a combination of drawing, dictating, and writing to compose opinion pieces in which they told the reader the topic they were writing about and stated an opinion or preference about the topic or book.

Current learningG

At the developmental level, first grade students learn the differences between natural/physical features and human-made features.

Students identify and describe natural/physical features and human-made features. When using maps and globes the students may highlight, color or label various features.

They may also create a map and include natural/physical features and or human-made features.

RI

In first grade, the students ask and answer questions about key details in a text.

Students identify the main topic and retell key details of a text.

Students ask and answer questions to help determine or clarify the meaning of words or phrases in a text.

Students distinguish between information provided in pictures, or other illustrations, and information provided by the words in a text.

Students use the illustrations and details to describe key ideas in a text.

W

In first grade, students write opinion pieces in which they introduce the topic, state an opinion, supply a reason, and provide closure. For example, the students may write an opinion piece: *I would rather live (near the mountains, the ocean, the country, the city, etc).*

Future learningG

Second graders will identify natural/physical and human-made features in different places. They will explore how geography influences what people do in different areas and why.

RI

In second gradem students will ask and answer who, what, when, where, and how questions to demonstrate an understanding of key details in a text.

Students will identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Students will identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Students will explain how specific images contribute to, and clarify, a text.

W

In second grade, students will write opinion pieces in which they introduce a topic, state a topic, supply a reason, use linking words to connect the opinion and reasons, and provide a concluding statement.

Resources

Suggested primary and secondary documents

Map Essentials (National Geographic)

Mapping North America

Reading Maps (David Rhys)

Suggested online resources

National Geographic Education.com/education/search

People and Places Unit 2: Web.Compton.K12.ca.us/pages/
department/.../PDF/1stGradeSSUnit2.pdf

MapsfortheClassroom.com

Vocabulary

map feature

physical feature

natural feature

regions

Grade 1 Social Studies, Trimester 3, Unit 1

Past and Present

Overview

Number of instructional days: 15 (1 day = 30 minutes)

Rationale for placement

It is essential for students to understand and explain history as a series of connected events. Students will understand differences and similarities between the past and the present.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DESCRIBE and ORGANIZE a **sequence of events**
- EXPLAIN how **events** EFFECT **people**
- UNDERSTAND **similarities** and **differences** between **past** and **present**
- EXPLORE and DISCUSS ways we **interact** with **others**

Common Core State Standards for English Language Arts

- ASK and ANSWER **questions** about **key details** in a **text**
- DESCRIBE **characters, settings** and **major events** in a **story**, USING **key details**
- WRITE **informative/explanatory pieces**: NAME the **topic**, SUPPLY **facts**, and PROVIDE **closure**
- USE a variety of **digital tools** to PRODUCE and PUBLISH **writing**

Essential questions

- How does a sequence of events affect people personally or in school?
- What events or people have affected our lives?
- How is life in the present the same or different when compared with the past?
- How would your life change if you moved to another place?
- What would happen if there were no school buses?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature

- (K-2) – 2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- describing and organizing a sequence of various events in personal, classroom, or school life (e.g., organizing and interpreting data in timelines)
 - explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (K-2) – 2 Students chronicle events and conditions by...
- describing, defining, and illustrating a sequence of events from personal, ~~classroom~~, school, or ~~community~~ life (e.g., timeline or self-made informational text showing key events)

HP 3: The study of history helps us understand the present and shape the future.

- (K-2) – 1 Students demonstrate an understanding of how the past frames the present by...
- identifying how events and people shape family and school life (e.g., *How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?*)

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (K-2) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (K-2) – 2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- using a variety of print and non-print sources to explore other people and places.

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing Standards

Text Types and Purpose

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing

- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

HP

In kindergarten, students understood the definition of change and the differences between past, present, and future time periods.

Students understood that people’s lives from the past are similar and different from our lives today.

Students illustrated a sequence of events from personal and classroom life.

Students explored ways people learn about the past through photos, artifacts, etc.

RI

In kindergarten, students compared two read-aloud texts on the same topic.

They described the connection between the past and present.

W

In kindergarten, students drew, dictated, and wrote to narrate change and growth over time in a sequential order.

Current learningC&G

In first grade, students use a variety of print and nonprint sources to explore other people and places.

HP

In first grade, students continue to describe events from personal and classroom life. They illustrate and write a sequence of events from school or their personal life.

Students continue to be able to describe similarities and differences between the past and present. They understand how change over time affects their lives.

RI

In first grade, students compare two read-aloud texts on the same topic independently. They ask and answer questions about key details in a text.

Students describe the connection between the past and the present.

W

In first grade, student write informative/explanatory text in which they name a topic, supply facts, and provide closure.

Students use a variety of digital tools to produce and publish writing.

Future learningC&G

In second grade, students will continue to use a variety of print and nonprint sources to explore ways in which we interact with others around the world.

HP

In second grade, student will identify different cultures in their community and will describe how people with different perspectives view events in different ways.

Students will engage in learning activities to compare and contrast artifacts from long ago and today.

Students will recognize the significance of important people and events from the past and how these events impact the interactions of people.

RI

In second grade, students will ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.

Students will describe the connection between a series of events in a text.

W

In second grade, students will use a variety of digital tools to produce and publish writing.

Resources

Suggested primary and secondary documents

Pull Ahead Biographies Series

Martin Luther King

Abraham Lincoln

George Washington

If the Bus Could Talk

Martin Luther King: My First Biography

A-Z Reader: Long Ago and Today (grade 1, level g)

Right Here on This Spot (Clapp & Addy)

Long Ago (Emmer)

School Then and Now (Parkes)

Schools Long Ago and Today (Trumbauer)

Suggested online resources

www.readworks.org

- Grade 2: “School How Has it Changed”
- “Growing Up Long Ago
- Grade 2: “ A Great Leader”
- “Martin Luther King Jr.”

YouTube videos: Long Ago and Today

www.bringinghistoryhome.org/

Key information from the grade-span expectations and Common Core State Standards documents

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: www.corestandards.org/the-standards

Websites with common core information, strategies, or lessons

Vocabulary

Grade 1 Social Studies, Trimester 3, Unit 2

Places People Live

Overview

Number of instructional days: 10 (1 day = 30 minutes)

Rationale for placement

The information in this unit will build on students' prior learning in the area of geography. The standards included in this unit are a natural extension of the standards related to natural features and human-made features. The students will learn how specific locations help to support daily needs.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY and DESCRIBE how people **view environments**.
- IDENTIFY **geographic** origins of **specific resources** (fish-sea, wheat-plains).
- IDENTIFY basic **daily needs**. (water, air, food)

Common Core State Standards for English Language Arts

- IDENTIFY the **main topic** and RETELL **details**.
- ASK and ANSWER **questions** to CLARIFY the **meaning** of **words** and **phrases** in a text.
- READ informational texts.
- WRITE informative/explanatory text, NAME a topic, SUPPLY facts and PROVIDE closure.
- USE a variety of **digital tools** to PRODUCE and PUBLISH **writing**.
- RECALL information to ANSWER questions.

Essential questions

- What is perspective/point of view? How can perspectives/points of view differ from person to person?
- Why do people need to move/relocate?
- What is a resource? Where do certain resources come from?
- What is an environmental resource? What resources are needed in daily life?

Written Curriculum

Grade-Span Expectations for Social Studies

G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (K-2) –3 Students understand different perspectives that individuals/groups have by...
- a. identifying and describing how people in different places view their environments (e.g., home, classroom, neighborhood, community).

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (K-2) –1 Students understand why people do/do not migrate by...
- a. describing a reason why people have or have not moved.
- (K-2) –2 Students understand the interrelationships of geography with resources by...
- a. identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains).

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (K-2) – 1 Students explain how humans depend on their environment by...
- a. identifying basic environmental resources needed in daily life (e.g., water, air, food).

Common Core Standards for Language Arts

Reading Standards

Key Ideas and Details

- RI.1.2 Identify the main topic and retell key details of a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Range of Reading and Level of Text Complexity

- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Writing Standards

Text Types and Purpose

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing

- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Clarifying the Standards**Key**

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learningG

In kindergarten, students identified the state in which they live. They understood the seasons and how the seasons affect their activities and how they dress.

Students understood that geography is the study of the Earth and that it helps us learn about the world around us.

Students explored the differences between natural and human-made features.

Students explained how they could change our physical environment.

RI

With prompting and support, students identified the main topic and retold key details in a text.

Students asked and answered questions about unknown words in a text.

Students actively engaged in group reading activities with purpose and understanding.

W

With guidance and support:

- Students used a combination of drawing, dictating, and writing to compose informative/explanatory texts, in which they named what they were writing about and supplied some information about the topic.
- Students explored a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Students recalled information from experiences or gathered information from provided sources to answer a question.

Current learningG

Students identify and describe how people in different places view their environments.

Students describe reasons that people move and have not moved.

Students identify geographic origins of specific resources (fish from the sea, wheat from the plains).

They identify basic environmental resources needed in daily life (water, air, food).

RI

Students identify the main topic and retell key details of a text.

They ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

With prompting and support, students read informational texts appropriately complex for Grade 1.

W

Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

With guidance and support, students use a variety of digital tools to produce and publish writing, including in collaboration with peers.

With guidance and support, students recall information from experiences or gather information from provided sources to answer a question.

Future learning

G

These standards are not addressed in second grade.

RI

Students will identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Students will determine the meaning of words and phrases within a text.

Students will read and comprehend informational texts including history/social studies, science, and technical texts.

W

Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

With guidance and support, students will use a variety of digital tools to produce and publish writing.

Students will recall information from experiences or gather information from provided sources to answer a question.

Resources

Suggested primary and secondary documents

The Pain and the Great One by Judy Blume (perspective/point of view)

Dear Mr. LaRue Letters from Obedience School by Mark Teague (perspective/point of view)

Hey, Little Ant by Phillip M. House (perspective/point of view)

Chester by Melanie Watt (perspective/point of view)

Suggested online resources

NationalGeographicEducation.com/educationsearch

Read Works: selected passages

“Building a Railroad to Cross the Country (people moved to where there was work & resources - connection)

Discovery Education Video Clips

www.neok12.com/video/geography

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Vocabulary

perspective

environment

point of view

migrate

relocate

geographic origins

resource

culture

environmental resource

