

<b>Unit 1: My School, My Community</b>		<b>Time: August-September</b>	
<b>Standards Taught</b>			
<ul style="list-style-type: none"> <li>• 1.E.1.1 Distinguish between goods and services and how families use them</li> <li>• 1.E.1.2 Describe ways in which people earn money</li> <li>• 1.C.3.1 Identify services in your local community including but not limited to police, fire, and ambulance</li> </ul>			
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>		<b>What will the students be doing?</b>
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> <li>• Reading the lessons</li> <li>• Answering comprehension questions</li> <li>• Participating in class discussions</li> </ul>
<b>Relevance</b>	<b>Vocabulary</b>		<b>Assessments</b>
<i>Children will understand that citizens have rights and responsibilities and that people can cooperate better when they respect authority and follow the rules and laws.</i>	<ul style="list-style-type: none"> <li>- Citizens</li> <li>- Responsibility</li> <li>- Right</li> <li>- Vote</li> <li>- Law</li> </ul>	<ul style="list-style-type: none"> <li>- Leader</li> <li>- Government</li> <li>- Governor</li> <li>- President</li> <li>- symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook comprehension questions</li> <li>• Class discussions</li> <li>• Scholastic News</li> </ul>
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li>• What is an example of a need and a want?</li> <li>• What kinds of different shelters do people live?</li> <li>• Where does food come from?</li> <li>• What do people need to buy something?</li> <li>• When you make a choice, what is the opportunity-cost?</li> <li>• What is an example of a good and a service?</li> <li>• Where can people put money to keep it safe?</li> <li>• What jobs do you do at home to help your family?</li> </ul>			

<b>Unit 2: Work in the Community</b>		<b>Time:</b> <i>October-November</i>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 1.C.1.1 Identify primary symbols of the United States</li> <li>• 1.C.2.1 Explain who makes decisions and rules in the school</li> <li>• 1.C.3.1 Identify services in your local community including but not limited to police, fire, and ambulance</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> <li>• <i>Reading the lessons</i></li> <li>• <i>Answering comprehension questions</i></li> <li>• <i>Participating in class discussions</i></li> </ul>
<b>Relevance</b>	<b>Vocabulary</b>	
<i>Children will understand the difference between needs and wants and the importance of money.</i>	<ul style="list-style-type: none"> <li>- <i>Needs</i></li> <li>- <i>Wants</i></li> <li>- <i>Choice</i></li> <li>- <i>Scarce</i></li> <li>- <i>Goods</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Services</i></li> <li>- <i>Producer</i></li> <li>- <i>Consumer</i></li> <li>- <i>Marker</i></li> <li>- <i>Job</i></li> </ul>
<b>Assessments</b>		
<ul style="list-style-type: none"> <li>• <i>Workbook comprehension questions</i></li> <li>• <i>Class discussions</i></li> <li>• <i>Scholastic News</i></li> </ul>		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• <i>How can you be a better citizen?</i></li> <li>• <i>How can you participate in the betterment of your school?</i></li> <li>• <i>What rights do you have in the school community?</i></li> <li>• <i>What responsibilities do you have at school?</i></li> <li>• <i>What is a purpose of laws in the community?</i></li> <li>• <i>What are three things leaders do?</i></li> <li>• <i>What are three kinds of government?</i></li> <li>• <i>Who is the leader of the state?</i></li> <li>• <i>What are two symbols that stand for our country?</i></li> <li>• <i>Why do we say the pledge of allegiance?</i></li> </ul>		

<b>Unit 3: Looking at our World</b>		<b>Time: December-January</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 1.G.1.1 Construct simple maps of the classroom</li> <li>• 1.G.1.2 Use maps, globes, and other simple geographic models to identify absolute location</li> <li>• 1.G.1.3 Distinguish between landmasses and bodies of water using maps and globes</li> <li>• 1.G.3.1 Describe the unifying characteristics and boundaries of different school regions including but not limited to the playground, classroom, and reading corner</li> <li>• 1.G.6.1 Describe ways in which people modify and adapt to the environment</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> <li>• Reading the lessons</li> <li>• Answering comprehension questions</li> <li>• Participating in class discussions</li> </ul>
<b>Relevance</b>	<b>Vocabulary</b>	
<i>Children will understand that the world is made up of different features and that humans have an impact on the environment.</i>	<ul style="list-style-type: none"> <li>- Map</li> <li>- Globe</li> <li>- Mountain</li> <li>- Desert</li> <li>- ocean</li> </ul>	<ul style="list-style-type: none"> <li>- lake</li> <li>- continent</li> <li>- reduce</li> <li>- reuse</li> <li>- recycle</li> </ul>
		<ul style="list-style-type: none"> <li>• Workbook comprehension questions</li> <li>• Class discussions</li> <li>• Scholastic News</li> </ul>
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• What are the cardinal directions?</li> <li>• What can a map show?</li> <li>• How can you create a map of the classroom?</li> <li>• What is the world made up of?</li> <li>• What covers most of Earth</li> <li>• How many continents does Earth have?</li> <li>• How many oceans does Earth have?</li> <li>• What is a country?</li> <li>• Using a map, locate three different bodies of water?</li> <li>• What things on Earth help us live?</li> <li>• What are different types of transportation?</li> <li>• How is communication used?</li> </ul>		

<b>Unit 4: Traditions We Share</b>		<b>Time: February-March</b>	
<b>Standards Taught</b>			
<ul style="list-style-type: none"> <li>1.H.1.2 Describe ways people learn about the past including but not limited to photos, artifacts, stories, and videos</li> <li>1.H.2.1 Connect people and events honored in commemorative celebrations</li> </ul>			
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>		<b>What will the students be doing?</b>
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> <li><i>Reading the lessons</i></li> <li><i>Answering comprehension questions</i></li> <li><i>Participating in class discussions</i></li> </ul>
<b>Relevance</b>	<b>Vocabulary</b>		<b>Assessments</b>
<i>Children will understand that cultures around the world are expressed in various ways and that families can be alike or different.</i>	<ul style="list-style-type: none"> <li>- Culture</li> <li>- Celebrate</li> <li>- Custom</li> <li>- Hero</li> <li>- Shelter</li> </ul>	<ul style="list-style-type: none"> <li>- Tradition</li> <li>- President</li> <li>- Holiday</li> <li>- Family</li> <li>- Language</li> </ul>	<ul style="list-style-type: none"> <li><i>Workbook comprehension questions</i></li> <li><i>Class discussions</i></li> <li><i>Scholastic News</i></li> </ul>
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li><i>What do all cultures have?</i></li> <li><i>How is clothing from different cultures alike?</i></li> <li><i>How are families alike and different?</i></li> <li><i>What are ways people can share their culture with the community?</i></li> <li><i>What are some holidays people celebrate?</i></li> <li><i>Why do we have national holidays?</i></li> <li><i>What does independence mean?</i></li> <li><i>What is the difference between fact and fiction?</i></li> <li><i>How are children from around the world different from each other?</i></li> <li>•</li> </ul>			

<b>Unit 5: Our Past, Our Present</b>		<b>Time: April- May</b>	
<b>Standards Taught</b>			
<ul style="list-style-type: none"> <li>1.H.1.1 Demonstrate chronological order using events from their own lives</li> <li>1.H.1.2 Describe ways people learn about the past including but not limited to photos, artifacts, stories, and videos</li> </ul>			
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>		<b>What will the students be doing?</b>
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> <li><i>Reading the lessons</i></li> <li><i>Answering comprehension questions</i></li> <li><i>Participating in class discussions</i></li> </ul>
<b>Relevance</b>	<b>Vocabulary</b>		<b>Assessments</b>
<i>Children will understand that things change overtime and that communities are shaped by people's actions.</i>	<ul style="list-style-type: none"> <li>- Clock</li> <li>- Calendar</li> <li>- Past</li> <li>- Present</li> <li>- Future</li> <li>- history</li> </ul>	<ul style="list-style-type: none"> <li>- document</li> <li>- explorer</li> <li>- electricity</li> <li>- invention</li> <li>- communication</li> <li>- transportation</li> </ul>	<ul style="list-style-type: none"> <li><i>Workbook comprehension questions</i></li> <li><i>Class discussions</i></li> <li><i>Scholastic News</i></li> </ul>
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li><i>How is day different than night?</i></li> <li><i>What does a calendar show?</i></li> <li><i>How did people measure time long ago?</i></li> <li><i>What words tell about the present?</i></li> <li><i>How has the way people travel changed over time?</i></li> <li><i>What is history?</i></li> <li><i>What is a primary source?</i></li> <li><i>What is a secondary source?</i></li> <li><i>Who explores outer space?</i></li> <li><i>Who is an American hero?</i></li> <li><i>What are people's three basic needs?</i></li> <li><i>How is communication different today than it was long ago?</i></li> </ul>			