

Unit 1: My School, My Community		Time: August-September	
Standards Taught			
<ul style="list-style-type: none"> • 1.E.1.1 Distinguish between goods and services and how families use them • 1.E.1.2 Describe ways in which people earn money • 1.C.3.1 Identify services in your local community including but not limited to police, fire, and ambulance 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<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"> • Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary		Assessments
<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"> - Citizens - Responsibility - Right - Vote - Law 	<ul style="list-style-type: none"> - Leader - Government - Governor - President - symbol 	<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Scholastic News
Essential Questions:			
<ul style="list-style-type: none"> • What is an example of a need and a want? • What kinds of different shelters do people live? • Where does food come from? • What do people need to buy something? • When you make a choice, what is the opportunity-cost? • What is an example of a good and a service? • Where can people put money to keep it safe? • What jobs do you do at home to help your family? 			

Unit 2: Work in the Community		Time: October-November
Standards Taught		
<ul style="list-style-type: none"> • 1.C.1.1 Identify primary symbols of the United States • 1.C.2.1 Explain who makes decisions and rules in the school • 1.C.3.1 Identify services in your local community including but not limited to police, fire, and ambulance 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<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"> • <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i>
Relevance	Vocabulary	
<i>Children will understand the difference between needs and wants and the importance of money.</i>	<ul style="list-style-type: none"> - <i>Needs</i> - <i>Wants</i> - <i>Choice</i> - <i>Scarce</i> - <i>Goods</i> 	<ul style="list-style-type: none"> - <i>Services</i> - <i>Producer</i> - <i>Consumer</i> - <i>Marker</i> - <i>Job</i>
Assessments		
<ul style="list-style-type: none"> • <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Scholastic News</i> 		
Essential Questions:		
<ul style="list-style-type: none"> • <i>How can you be a better citizen?</i> • <i>How can you participate in the betterment of your school?</i> • <i>What rights do you have in the school community?</i> • <i>What responsibilities do you have at school?</i> • <i>What is a purpose of laws in the community?</i> • <i>What are three things leaders do?</i> • <i>What are three kinds of government?</i> • <i>Who is the leader of the state?</i> • <i>What are two symbols that stand for our country?</i> • <i>Why do we say the pledge of allegiance?</i> 		

Unit 3: Looking at our World		Time: <i>December-January</i>
Standards Taught		
<ul style="list-style-type: none"> • 1.G.1.1 Construct simple maps of the classroom • 1.G.1.2 Use maps, globes, and other simple geographic models to identify absolute location • 1.G.1.3 Distinguish between landmasses and bodies of water using maps and globes • 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 • 1.G.6.1 Describe ways in which people modify and adapt to the environment 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<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"> • <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i>
Relevance	Vocabulary	
<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"> - <i>Map</i> - <i>Globe</i> - <i>Mountain</i> - <i>Desert</i> - <i>ocean</i> 	<ul style="list-style-type: none"> - <i>lake</i> - <i>continent</i> - <i>reduce</i> - <i>reuse</i> - <i>recycle</i>
		<ul style="list-style-type: none"> • <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Scholastic News</i>
Essential Questions:		
<ul style="list-style-type: none"> • <i>What are the cardinal directions?</i> • <i>What can a map show?</i> • <i>How can you create a map of the classroom?</i> • <i>What is the world made up of?</i> • <i>What covers most of Earth</i> • <i>How many continents does Earth have?</i> • <i>How many oceans does Earth have?</i> • <i>What is a country?</i> • <i>Using a map, locate three different bodies of water?</i> • <i>What things on Earth help us live?</i> • <i>What are different types of transportation?</i> • <i>How is communication used?</i> 		

Unit 4: Traditions We Share		Time: February-March	
Standards Taught			
<ul style="list-style-type: none"> 1.H.1.2 Describe ways people learn about the past including but not limited to photos, artifacts, stories, and videos 1.H.2.1 Connect people and events honored in commemorative celebrations 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<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"> <i>Reading the lessons</i> <i>Answering comprehension questions</i> <i>Participating in class discussions</i>
Relevance	Vocabulary		Assessments
<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"> - Culture - Celebrate - Custom - Hero - Shelter 	<ul style="list-style-type: none"> - Tradition - President - Holiday - Family - Language 	<ul style="list-style-type: none"> <i>Workbook comprehension questions</i> <i>Class discussions</i> <i>Scholastic News</i>
Essential Questions:			
<ul style="list-style-type: none"> <i>What do all cultures have?</i> <i>How is clothing from different cultures alike?</i> <i>How are families alike and different?</i> <i>What are ways people can share their culture with the community?</i> <i>What are some holidays people celebrate?</i> <i>Why do we have national holidays?</i> <i>What does independence mean?</i> <i>What is the difference between fact and fiction?</i> <i>How are children from around the world different from each other?</i> • 			

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