

1

Changing Communities: Society and Ourselves



Social Studies

Fairfield Public Schools

Grade 1- Changing Communities: Society and Ourselves (11/19/2015)

DRAFT

Description:

In first grade, students will explore their place in the world around them while building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today. The study of how students fit into society requires that students generate and research compelling questions.

Overview

Central Understandings (Goals)

1. Students will understand the relationship between themselves, their family, their school, and their community.
2. Students will understand how family, school, and community influence each other.
3. Students will understand how people and events from the past affect their community.
4. Students will understand that there are a variety of different communities in their world

Compelling Questions:

HISTORY:

- How do past actions of people in our community still influence our community today?
- How does what people believe change over time?
- What historical sources can we use to study the past?
- How and why are communities formed?

CIVICS:

- What makes a community successful?
- Why is it important to be an active participant in the communities to which I belong?
- How do rules help the community be a better place to live?

ECONOMICS:

- How do needs and wants affect how we live?
- How do people earn a living within a community?

GEOGRAPHY:

- What do maps tell us about the communities we belong to?
- How can someone's life be different from yours based on where they live?

Society and Ourselves: Year at a Glance

Trimester 1: Citizenship in Our Community/Geography and Maps

Trimester 2: The Relationship Between Family, School, and Community/Geography and Maps

Trimester 3: Our Needs as a Community/Geography and Maps

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated as well as district-wide, formative summative and project based assessments.

[CCSS.ELA-Literacy.RI.1.3](#)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-Literacy.RI.1.4](#)

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RI.1.6](#)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

[CCSS.ELA-Literacy.RI.1.9](#)

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

Unit 1: Citizenship in Our Community/Geography and Map Skills

Content Objectives:

Students will be able to:

- Explore the importance of civic virtues and roles within the community that support citizenship.
- Examine the relationship between the roles of citizens and the functioning of a community.
- Examine map features and functions while drawing conclusions and comparing various locations.
- Explore man-made and geographical landforms and how we use and need maps.

Unit Compelling and Supporting Questions

Compelling Questions:

Students will apply disciplinary concepts to investigate compelling questions such as:

How do rules help a community become a better place to live?

How are communities different and what determines their differences?

Supporting Questions

HIST:

- What communities do I belong to?
- What happens when people in communities do not agree?

CIV:

- What makes a good citizen within any community?

ECON:

- How do members of our community help each other with needs?
- How do community members depend on one and other?

GEO:

- What features do you include when creating a map, graph, or other representation of a community you belong to? How are these features chosen?

Standards Emphasized in the Unit

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in Social Studies: Society and Ourselves (Grade 1) will individually and with others:

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.

CT Core Standards: CCSS.ELA-Literacy.RI.1.1, CCSS.ELA-Literacy.W.1.7, CCSS.ELA-Literacy.SL.1.1 **Key academic vocabulary:** questioning, opinion (argument), explanation, point of view

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Change, Continuity and Context

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.

Perspectives

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

Historical Sources and Evidence

HIST 1.4 Identify different kinds of historical sources.

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

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

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

Causation and Argumentation

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

Civic and Political Institutions

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

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

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

Participation and Deliberation

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.

Processes Rules and Laws

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.

CIV 1.9 Describe how people have tried to improve their communities over time.

Economic Decision-Making

ECO 1.1 Explain how scarcity necessitates decision-making.

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

Exchange and Markets

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.

Geography

Geographic Representations: Spatial Views of the World

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

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.

Human-Environment Interaction: Places, Regions, and Culture

GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

It is expected that students in Social Studies: Society and Ourselves (Grade 1) will individually and with others:

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–2.8 (begins in Grades 3–5)

INQ K–2.9 (begins in Grades 3–5)

CT Core Standards: CCSS.ELA-Literacy.RI.1.1-10, CCSS.ELA-Literacy.W.1.1-2, CCSS.ELA-Literacy.W.1.7-10, CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.L.1.1

Key academic vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

It is expected that students in Social Studies: Society and Ourselves (Grade 1) will individually and with others:

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.

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.

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

*CT Core Standards: CCSS.ELA-Literacy.RI.1.1, CCSS.ELA-Literacy.W.1.1-8, CCSS.ELA-Literacy.SL.1.1-6, CCSS.ELA-Literacy.L.1.1-3 **Key academic vocabulary:***

opinion, explanation, collaborative conversations, evidence, claims, visually/visualize

Unit 2: The Relationship between Family, School, and Community/Geography and Maps

Content Objectives:

Students will be able to:

- Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives.
- Examine map features and functions while drawing conclusions and comparing various locations.
- Explore man-made and geographical landforms and how we use and need maps.

Unit Compelling and Supporting Questions

Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

How do past actions in our community still influence our community today?

What do maps tell us about the communities we belong to?

Supporting Questions

HIST:

- How do you and your family remember important events?
- Why are communities constantly changing? What changes them?
- What happens when people don't agree on the changes?

CIV:

- Who are my role models within my community?

ECO:

- How do members of our community help each other with our needs?

GEO:

- How do you use maps to identify places that represent your cultural history?

Standards Emphasized in the Unit

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in Social Studies: Society and Ourselves (Grade 1) will individually and with others:

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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.

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DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

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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.

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

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HIST 1.4 Identify different kinds of historical sources.

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

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

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

Causation and Argumentation

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

Civic and Political Institutions

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

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

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

Processes, Rules, and Laws

CIV 1.9 Describe how people have tried to improve their communities over time.

Economic Decision Making

ECO 1.1 Explain how scarcity necessitates decision-making.

Exchange and Markets

ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

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Geographic Representations: Spatial Views of the World

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

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.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

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Key academic vocabulary: *opinion (argument), shared research, gather, sources, evidence, clarify*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

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opinion, explanation, collaborative conversations, evidence, claims, visually/visualize

Unit 3: Our Needs as a Community/Geography and Maps

Content Objectives:

Students will be able to:

- Explore the difference between wants and needs and how a lack of resources affects everyone.
- Analyze basic functions of earning/spending and the role of money while broadening their perspective of the world.
- Examine map features and functions while drawing conclusions and comparing various locations.
- Explore man-made and geographical landforms and how we use and need maps.

Unit Compelling and Supporting Questions

Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

How do needs and wants affect how we live?

How someone's life is different based on where they live?

Supporting Questions

HIST:

- Why are communities constantly changing and what changes them?

CIV:

- How do the leaders in our community help to make it a good place to live?

ECON:

- How do people earn a living in our community and how do various jobs affect our community?
- Why is money important?
- How are the ways people earned a living in the past different than the ways people earn a living today?

GEO:

- How does weather/climate affect the way we live?
- What do maps tell us about the communities we belong to?

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