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| **Content Area** | Social Studies | | | **Grade Level** | 1st Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. History | 1. Describe patterns and chronological order of events of the recent past | | | | | | SS09-GR.1-S.1-GLE.1 |
| 1. Family and cultural traditions in the United States in the past | | | | | | SS09-GR.1-S.1-GLE.2 |
| 1. Geography | 1. Geographic tools such as maps and globes to represent places | | | | | | SS09-GR.1-S.2-GLE.1 |
| 1. People in different groups and communities interact with each other and the environment | | | | | | SS09-GR.1-S.2-GLE.2 |
| 1. Economics | 1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income | | | | | | SS09-GR.1-S.3-GLE.1 |
| 1. Identify short term financial goals (PFL) | | | | | | SS09-GR.1-S.3-GLE.2 |
| 1. Civics | 1. Effective groups have responsible leaders and team members | | | | | | SS09-GR.1-S.4-GLE.1 |
| 1. Notable people, places, holidays and patriotic symbols | | | | | | SS09-GR.1-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Where in the World Am I? | | | 4-6 weeks | | | 1 | |
| The Choices I Make | | | 4-6 weeks | | | 2 | |
| Change Happens | | | 4-6 weeks | | | 3 | |
| My Country ‘Tis of Thee | | | 4-6 weeks | | | 4 | |

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| **Unit Title** | Where in the World Am I? | | | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | (Family and school)  Navigation/orientation | **Standards and Grade Level Expectations Addressed in this Unit** | SS09-GR.1-S.2-GLE.1  SS09-GR.1-S.2-GLE.2  SS09-GR.1-S.3-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * What would the impact be on our community if there were no boundaries? * What if we had no geographic tools? (SS09-GR.1-S.2-GLE 1-IQ.2) * What would happen to our community if (specific local natural resource and/or physical feature) was no longer available or was replaced by (specific non-native natural resource and/or physical feature)? | | | | |
| **Unit Strands** | Geography, Economics | | | | |
| **Concepts** | Geographic tools, maps/globes, directions, address, culture, traditions, business, jobs, natural resources, schools, neighborhoods, clothing, language, culture, human interactions, place, location, community, environment, physical features, goods and services | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Navigational demands dictate the need for specific geographic tools (SS09-GR.1-S.2-GLE.1-EO.a, b; IQ.1; RA.1, 2) | What tools assist us in navigating within (name of our school)? | What is the benefit of having universal geographic tools? |
| The physical boundaries and characteristics of locations often influence the traditions and cultural lives of families and communities (SS09-GR.1-S.2-GLE.2-EO.a,e;SS09-GR.1- S.2-GLE.2-RA.3) | What are the boundaries and physical features that affect (our school or family)? | How do boundaries and physical location impact a family? |
| Natural resources and physical features provide opportunities for geographic-specific jobs and related goods and services (SS09-GR.1-S.2-GLE.2-RA.1) and (SS09-GR.1-S.3-GLE.1-EO.a, b) | Which jobs and related goods and services in (associated with our families) are connected with unique needs or resources of (name of our community)? (SS09-GR.1-S.3-GLE.1-IQ. 1) | How do the physical features and natural resources dictate job choices and locally-produced goods and services? |
| Social and human interactions are often defined by the physical characteristics of a place/location SS09-GR.1- (S.2-GLE.2-IQ. 4, 5) | What are some ways of interacting with others that are made easier (or more difficult) by the characteristics of our school location? | How could we improve communication in our school? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The features of geographic tools such as maps, globes, etc * The vocabulary related to geographic tools, directionality, and distance * The definition and components of a community * Their personal address, including city, state and country (SS09-GR.1-S.2-GLE.1-EO.c) * Examples of jobs available in (name of community) as impacted by human and natural features * Different jobs available in their community (SS09-GR.1-S.3-GLE.1-EO.c) | * Use maps, globe and other geographic tools appropriately * Create simple maps showing both human and natural features, including land and water (SS09-GR.1-S.2-GLE.1-EO.d, e) * Utilize directional vocabulary to navigate to a given location * Recite personal address and explain how those labels help find places on a map |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The students in Mrs. Watson’s classroom used geographic tools to locate the boundaries of their community and some of the good, services, and jobs that are unique to their neighborhoods.* |
| **Academic Vocabulary:** | Label, explain, relationship, distinguish, create, use, recite, jobs, directions, address, culture, traditions, business, , schools, neighborhoods, forward, backward, left, right, near, far, land, water, community, goods, services | |
| **Technical Vocabulary:** | Human resources, earth resources, boundaries, physical characteristics, geographic tools, maps/globes, culture, human interactions, place, location, environment | |

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| **Unit Title** | The Choices I Make | | | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | (Family and school)  Roles/responsibilities | **Standards and Grade Level Expectations Addressed in this Unit** | SS09-GR.1-S.1-GLE.2  SS09-GR.1-S.3-GLE.1  SS09-GR.1-S.3-GLE.2  SS09-GR.1-S.4-GLE.1  SS09-GR.1-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Who is responsible for our school? (SS09-GR.1-S.4-GLE.1) * How do the financial choices we make affect self and others? * What would happen if we did not have jobs? * How should we decide when to save and when to spend money? | | | | |
| **Unit Strands** | History, Civics, Economics | | | | |
| **Concepts** | Leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| The choices people make can positively or negatively impact individuals, families, schools and communities (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-EO.a) and (SS09-GR.1-S.3-GLE.1-EO.a,b,c) and (SS09-GR.1-S.3-GLE.2-EO.a,b,c)\* and (SS09-GR.1-S.1-GLE.2-EO.a,c) | What recent choices have you made that had an impact on your family? (SS09-GR.1-S.1-GLE.2-IQ.3) | How do you know when your choices have positive or negative effects? |
| The roles and responsibilities people take on can have a transformative effect on self and others (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-N.1) and (SS09-GR.1-S.3-GLE.1-EO.c) and (SS09-GR.1-S.3-GLE.1-RA2) and (SS09-GR.1-S.3-GLE.1-N.2) | What is a role or responsibility you have that impacts other students? (SS09-GR.1-S.4-GLE.1-EO.1,b; IQ.1-4) and (SS09-GR.1-S.1-GLE.2-IQ.3) | (C)How do you determine the risks and benefits to the roles and responsibilities you take on? |
| Leadership and (occupational) role/responsibilities are typically dictated by the needs of a community (SS09-GR.1-S.3-GLE.1-EO.c) | What are some examples of responsibilities and jobs specific to (your) school and family? (SS09-GR.1-S.3-GLE.1-EO. b) | How do occupations and leadership responsibilities reflect community values/beliefs? |
| Financially responsible individuals create goals and work toward meeting them (SS09-GR.1-S.3-GLE.2-N.1)\* | What is a short financial term goal you are (or could be) working toward? (SS09-GR.1-S.3-GLE.2-N.1)\* | Why is personal financial goal setting important? (SS09-GR.1-S.3-GLE.2-IQ.4)\* |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Vocabulary related to roles and responsibilities of leaders, community/team members and producers and consumers (in your school/community) (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-EO.a) and (SS09-GR.1-S.3-GLE.1-EO.a,c) and (SS09-GR.1-S.3-GLE.2-EO.a,c)\* and (SS09-GR.1-S.1-GLE.2-EO.a,c) * Notable leaders in the (your) community and the United States(SS09-GR.1-S.1-GLE.2-EO.c) and (SS09-GR.1-S.4-GLE.2-EO.a) * Characteristics and attributes of responsible leaders and team members (SS09-GR.1-S.4-GLE1-EO.a,b) * The difference between personal or classroom short term and long term financial goals (SS09-GR.1-S.3-GLE.2-EO.a,b)\* * Sources of personal or classroom income to meet financial goals (SS09-GR.1-S.3-GLE.2-EO.c)\* * Characteristics of financial responsibility (SS09-GR.1-S.3-GLE.2-N.1)\* * Different types of businesses and the goods and services they produce for the school/community (SS09-GR.1-S.3-GLE.1-EO.a) * Types of jobs options (in your community) and technology used to perform those jobs (SS09-GR.1-S.3-GLE.1-EO.b,c) and (SS09-GR.1-S.3-GLE.1-RA.1) | * Demonstrate the ability to be both a leader and team member (SS09-GR.1-S.4-GLE.1-EO.c) * Define short-term financial goals and provide examples (SS09-GR.1-S.3-GLE.2-EO.a,b)\* * Discuss sources of income needed to meet short-term goals (SS09-GR.1-S.3-GLE.2-EO.c)\* * Provide examples of different types of business and the goods and services they produce for (your) community (SS09-GR.1-S.3-GLE.1-EO.a) * Provide examples of types of job choices available to people in your family and community (SS09-GR.1-S.3-GLE.1-EO.b,c) * Identify similarities and differences between themselves and other (SS09-GR.1-S.1-GLE.2-EO.a) * Document cause and effects of (financial) decision making (SS09-GR.1-S.3-GLE.2-IQ. 1-3; RA.1, 2)\* |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *As class president, Jill demonstrated good leadership skills when she helped the school decide to raise money to help the library buy new books.* |
| **Academic Vocabulary:** | Define, discuss, demonstrate, identify, similarities, differences, provide examples | |
| **Technical Vocabulary:** | leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice | |

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| **Unit Title** | Change Happens | | | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | (Family and school)  Changes | **Standards and Grade Level Expectations Addressed in this Unit** | SS09-GR.1-S.1-GLE.1  SS09-GR.1-S.2-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why does change occur? (SS09-GR.1-S.1-GLE.1-N.1) * Why does understanding change matter? (SS09-GR.1-S.1-GLE.1-IQ.1) * What if nothing ever changed? | | | | |
| **Unit Strands** | History, Geography | | | | |
| **Concepts** | Time, sequence, change, patterns, community, relationships, physical and cultural characteristics, places, past, events, self, family, evidence, sources | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Family histories require authentic evidence and sources to document and sequence significant life events (SS09-GR.1-S.1-GLE.1-EO.a; N.2) | What authentic evidence and sources can be used to tell your family history? (SS09-GR.1-S.1-GLE.1-RA.2) | Why are family histories important? (SS09-GR.1-S.1-GLE.1-N.1) |
| Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience (SS09-GR.1-S.1-GLE.1-IQ.1, 2; RA.1) | What changes have occurred in your family and community? (SS09-GR.1-S.1-GLE.1-IQ.2) | How have changes in your family or community defined who you are? (SS09-GR.1-S.1-GLE.1-IQ.2) |
| Human adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs (SS09-GR.1-S.2-GLE.2-EO.a, b, c,d; IQ.1) | What are the physical and cultural characteristics of your community? (SS09-GR.1-S.2-GLE.2-EO.c) | How do physical and cultural characteristics define your community? (SS09-GR.1-S.2-GLE.2-EO.c; N.1, 2) |
| Temporary or permanent changes to physical locations/places often necessitate cultural and social changes (SS09-GR.1-S.2-GLE.2-EO.a, b, c,d; IQ.1; RA. 2, 3) | What changes have occurred in (our/your) physical location in your lifetime? (SS09-GR.1-S.2-GLE.2-N.1, 2) | How have changes in the physical environment affected your family or school? (SS09-GR.1-S.2-GLE.2-EO.a, b, c,d; IQ.1) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The vocabulary related to time, sequence and change, calendars, past (SS09-GR.1-S.1-GLE.1-EO.b,d) * The components of a calendar(SS09-GR.1-S.1-GLE.1-EO.b) * Examples of significant life events (SS09-GR.1-S.1-GLE.1-EO.a) * Community activities which reflect the physical and cultural characteristics of (our) community (SS09-GR.1-S.2-GLE.2-EO.c) * The physical and cultural characteristics of their school/community and how they are alike/different from other schools/communities (SS09-GR.1-S.2-GLE.2-EO.d) * Physical attributes of their home/school location | * Use words related to time, sequence and change within context (SS09-GR.1-S.1-GLE.1-EO.d) * Identify components of a calendar (SS09-GR.1-S.1-GLE.1-EO.b) * Identify past personal events and arrange them in chronological order (SS09-GR.1-S.1-GLE.1-EO.a,c) * Identify how community activities differ due to physical and cultural characteristics (SS09-GR.1-S.2-GLE.2-EO.c) * Compare/contrast neighborhoods in different places (SS09-GR.1-S.2-GLE.2-EO.d) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Jamie used her family history to sequence the major events of her life and began to understand the connections between the past and present.* |
| **Academic Vocabulary:** | Arrange, chronological, identify, examples, relationships, alike, different, past, history, events, self, family, evidence, source change, patterns, community, relationships | |
| **Technical Vocabulary:** | Time, sequence, physical and cultural characteristics, place | |

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| **Unit Title** | My Country ‘Tis of Thee | | | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | (Family and school)  Traditions | **Standards and Grade Level Expectations Addressed in this Unit** | SS09-GR.1-S.1-GLE.2  SS09-GR.1-S.2-GLE.2  SS09-GR.1-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why do we need traditions? (SS09-GR.1-S.2-GLE.2-EO.e) * From where do traditions come? (SS09-GR.1-S.2-GLE.2-EO.e) * Why are symbols important? (SS09-GR.1-S.4-GLE.2-EO.b) (SS09-GR.1-S.1-GLE.2-EO.d) * Can anyone create a symbol? | | | | |
| **Unit Strands** | History, Geography, Civics | | | | |
| **Concepts** | Patriotic symbols, national, community, celebrations, holidays, country, songs, traditions, relationships, family and cultural traditions | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Traditions and celebrations often communicate significant cultural meaning (SS09-GR.1-S.1-GL E.2-EO.b) and (SS09-GR.1-S.2-GLE.2-EO.e) | What are cultural traditions or celebrations significant to your family or community? (e) | How do cultural traditions or celebrations help to communicate who we are? (SS09-GR.1-S.2-GLE.2-EO.e; IQ. 2, 3) |
| Symbols, songs, holidays, traditions, places, and people help to provide identity for family, the community and nation (SS09-GR.1-S.4-GLE.2-EO. c, d, e) | What are the national symbols that represent the US? (SS09-GR.1-S.4-GLE.2-EO.b) and (SS09-GR.1-S.1-GLE.2-EO.d) | Why do we have national symbols and how are new symbols created? |
| Like societies and communities, symbols and traditions change over time and by location (SS09-GR.1-S.1-GLE.2-EO.d) | What are some of the initial meanings of Colorado or US symbols that have changed? (SS09-GR.1-S.4-GLE.2-IQ.1) | How do we know if a change to a tradition or the meaning of a symbol is a good or bad change? |
| The origins of traditions/symbols can often illuminate significant events in history (SS09-GR.1-S.2-GLE.2-IQ. 1, 2, 3; RA.1) | What are some examples of traditions or symbols in your family/school that are connected to a specific event? | What symbol or tradition would you create to represent a significant event in your life? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The vocabulary related to American traditions, notable people, places, holidays and patriotic symbols, cultural and family traditions (SS09-GR.1-S.4-GLE.2-EO.b,c) and (SS09-GR.1-S.1-GLE.2-EO.d) and (SS09-GR.1-S.2-GLE.2-EO.e) * Characteristics of family and cultural traditions (SS09-GR.1-S.2-GLE.2-EO.e) * The meaning of American symbols (SS09-GR.1-S.1-GLE.2-EO.d) and (SS09-GR.1-S.4-GLE.2-EO.b) * The aspects of the American and Colorado state flags (SS09-GR.1-S.4-GLE.2-EO.e) * Nature of American traditions (SS09-GR.1-S.1-GLE.2-IQ.1) * Significant national and community places (SS09-GR.1-S.4-GLE.2-EO.c) * The origins and purpose of civic holidays (SS09-GR.1-S41-GLE.2-EO.d) | * Give examples of, identify and explain the meaning of American and national symbols (S SS09-GR.1-.1-GLE.2-EO.d) and (SS09-GR.1-S.4-GLE.2-EO.b) * Identify significant national and community places (SS09-GR.1-S.4-GLE.2-EO.c) * Identify significant civic holidays (SS09-GR.1-S.4-GLE.2-EO.d) * Identify cultural and family traditions and their connections to other groups and the environment (SS09-GR.1-S.2-GLE.2-EO.e) * Explain how cultural and family traditions inform decisions and creates knowledge that is used throughout life (SS09-GR.1-S.1-GLE.2-RA.1,2) * Discuss common and unique characteristics of different cultures using multiple sources of information (SS09-GR.1-S.1-GLE.2-EO.b) and (SS09-GR.1-S.1-GLE.2-RA.2) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The symbols and celebrations we celebrate as a family or school communicate who we are and what we value.* |
| **Academic Vocabulary:** | Discuss, identify, examples, celebrations, holidays, country, songs, traditions, relationships, | |
| **Technical Vocabulary:** | Patriotic symbols, national community, family and cultural traditions | |

**\* Denotes a connection to Personal Financial Literacy (PFL)**