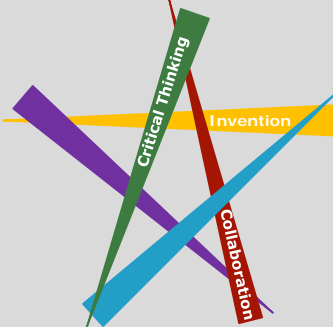


**Curriculum Development Course at a Glance
Planning For 1st Grade Social Studies**

Content Area	Social Studies	Grade Level	1 st 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	
	2. Family and cultural traditions in the United States in the past	SS09-GR.1-S.1-GLE.2	
2. Geography	1. Geographic tools such as maps and globes to represent places	SS09-GR.1-S.2-GLE.1	
	2. People in different groups and communities interact with each other and the environment	SS09-GR.1-S.2-GLE.2	
3. 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	
	2. Identify short term financial goals (PFL)	SS09-GR.1-S.3-GLE.2	
4. Civics	1. Effective groups have responsible leaders and team members	SS09-GR.1-S.4-GLE.1	
	2. 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*



Historical Investigations

- Analysis of sources and perspectives
- Students as historians

Contemporary Connections

- Application of past events to current day
- Personal relevance of history, geography, civics, and economics

Civic/Democratic life

- Community roles/responsibilities
- Civic participation

**Awareness
Analysis
Action**

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

Curriculum Development Overview
Unit Planning for 1st Grade Social Studies

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):	<ul style="list-style-type: none"> • 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			

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?

**Curriculum Development Overview
Unit Planning for 1st Grade Social Studies**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>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.</i></p>
<p>Academic Vocabulary:</p>	<p>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</p>
<p>Technical Vocabulary:</p>	<p>Human resources, earth resources, boundaries, physical characteristics, geographic tools, maps/globes, culture, human interactions, place, location, environment</p>

Curriculum Development Overview
Unit Planning for 1st Grade Social Studies

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):	<ul style="list-style-type: none"> 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			

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)*

**Curriculum Development Overview
Unit Planning for 1st Grade Social Studies**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>As class president, Jill demonstrated good leadership skills when she helped the school decide to raise money to help the library buy new books.</i></p>
<p>Academic Vocabulary:</p>	<p>Define, discuss, demonstrate, identify, similarities, differences, provide examples</p>
<p>Technical Vocabulary:</p>	<p>leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice</p>

Curriculum Development Overview
Unit Planning for 1st Grade Social Studies

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):	<ul style="list-style-type: none"> 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			

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)

Curriculum Development Overview
Unit Planning for 1st Grade Social Studies

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Jamie used her family history to sequence the major events of her life and began to understand the connections between the past and present.</i></p>
<p>Academic Vocabulary:</p>	<p>Arrange, chronological, identify, examples, relationships, alike, different, past, history, events, self, family, evidence, source change, patterns, community, relationships</p>
<p>Technical Vocabulary:</p>	<p>Time, sequence, physical and cultural characteristics, place</p>

Curriculum Development Overview
Unit Planning for 1st Grade Social Studies

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):	<ul style="list-style-type: none"> • 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			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Traditions and celebrations often communicate significant cultural meaning (SS09-GR.1-S.1-GLE.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?

**Curriculum Development Overview
Unit Planning for 1st Grade Social Studies**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • 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-S.4-GLE.2-EO.d) 	<ul style="list-style-type: none"> • Give examples of, identify and explain the meaning of American and national symbols (S SS09-GR.1-S.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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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The symbols and celebrations we celebrate as a family or school communicate who we are and what we value.</i></p>
<p>Academic Vocabulary:</p>	<p>Discuss, identify, examples, celebrations, holidays, country, songs, traditions, relationships,</p>
<p>Technical Vocabulary:</p>	<p>Patriotic symbols, national community, family and cultural traditions</p>

* Denotes a connection to Personal Financial Literacy (PFL)