

Grade 1	Unit 1: Community		Suggested Length: 2 – 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What are the roles of individuals in the family, school, and community?</p> <p>2. What are your rights and responsibilities?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, maintain roads and snow removal, garbage pick-up), and identify how they pay for these services (taxes). ❑ SS-EP-1.2.1 Students will describe how their local government are structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky. ❑ SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today. ❑ SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating foods/supplies) and explain why civic engagement in the community is important. DOK 2 ❑ SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with 	<ul style="list-style-type: none"> ❑ Goods ❑ Services ❑ Democratic ❑ Community ❑ Recycling ❑ Roles ❑ Diversity 	<ul style="list-style-type: none"> ❑ Students and teacher will brainstorm a list of classroom rules and procedures to develop a set of classroom rules to be used. Then students will vote on the five most classroom rules to be displayed in the classroom. A contract listing the rules, along with consequences will be developed and signed by all involved. SS-EP-1.1.1 DOK 2 ❑ Activity: Invite various guest speakers to the classroom to discuss their jobs. Prior to the visit students will develop and write interview questions for each community helper SS-EP-1.1.1 DOK 2 ❑ <u>Assessment: (Writing Activity):</u> Using the data, students will compile a booklet called “Community Helpers”. These booklets will be shared with kindergarten students. SS-EP-1.1.1 DOK 1 ❑ Assign different roles and role-play various family members and discuss the diversity of families. SS-EP-1.3.2 DOK 1 ❑ Activity 1: Students will be assigned a house template divided into three categories, “My Home”, “My Family”, and “Family Fun”. Students will create a display using pictures for each category. Using their house display, students will discuss their family and their roles. SS-EP-1.3.2 DOK 1 ❑ <u>Assessment:</u> Teacher will create a scenario depicting different behavioral situations. Students will decide if each scenario is following correct rules and procedures by displaying the happy face or the sad

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	<p>the problem of scarcity (e.g., loan money, save money) in today's market economy.</p> <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>E5 Recognize skills used in the decision-making process in order to make informed economic decisions.</i> ❑ <i>E3 Recognize different roles of family, workers, banks, and businesses in economic systems.</i> ❑ <i>Consumers make economic choices about which goods and services to purchase.</i> 		<p>face place card. SS-EP-1.3.2 DOK 1</p> <ul style="list-style-type: none"> ❑ Literature Links: <ul style="list-style-type: none"> ❑ <u>This Is My Family</u> SS-EP-1.3.2 DOK 1 ❑ <u>Look Inside</u> SS-EP-1.3.2 DOK 1 ❑ <u>I Live on a Farm</u> SS-EP-1.3.2 DOK 1 ❑ <u>I Live in a City</u> SS-EP-1.3.2 DOK 1 ❑ <u>I Live in a Town</u> SS-EP-1.3.2 DOK 1 ❑ <u>I Live in the Mountains</u> SS-EP-1.3.2 DOK 1 ❑ <u>The Community Helper Series</u> SS-EP-1.1.1 & SS-EP-3.2.1 DOK 1 ❑ Core-Content Videos: <ul style="list-style-type: none"> ❑ <i>A Community At Work</i> SS-EP-1.1.1 & SS-EP-3.2.1 DOK 1 ❑ <i>Citizenship in the Community</i> SS-EP-1.1.1 & SS-EP-3.2.1 DOK 1 ❑ “My America”: Neighborhood and Community SS-EP-1.2.1 & SS-EP-1.3.1 DOK 1 ❑ <i>POPS</i> Video Series SS-EP-1.3.2 DOK 1 ❑ Web Sites: <ul style="list-style-type: none"> ❑ http://bensguide.gpo.gov SS-EP-1.2.1 & SS-EP-1.3.1 DOK 1 ❑ www.marcopolosearch.org SS-EP-1.2.1 & SS-EP-1.3.1 DOK 1

Grade 1	Unit 2: The World Around Me		Suggested Length: On-going
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What are some of the holidays and traditions that families celebrate?</p> <p>2. How are human</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community. 	<ul style="list-style-type: none"> ❑ Tradition ❑ Prejudices ❑ Government ❑ Belief ❑ Institution ❑ Custom ❑ Patriotic 	<ul style="list-style-type: none"> ❑ Activity: Teachers will read a variety of trade books to students about the different holidays and how the are celebrated. SS-EP-2.2.1 DOK 1 ❑ Writing Activity: Student will write a brochure about “Trick or Treat Safety” as part of a fall tradition that some Americans acknowledge. The brochures are read aloud to kindergarten. SS-EP-2.2.1 DOK 2

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<p>needs met through home and school?</p> <p>3. What are a map and a globe?</p> <p>4. How do maps and globes help us to locate places?</p>	<p><input type="checkbox"/> SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school. DOK 2</p> <p><input type="checkbox"/> SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.</p>	<p><input type="checkbox"/> Compromise</p> <p><input type="checkbox"/> Hero</p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Relative Location</p>	<p><input type="checkbox"/> Writing Activity: Students will write a transactive piece on “How to Carve a Jack-o-Lantern” after a class demonstration done by the teacher. SS-EP-2.2.1 DOK 2</p> <p><input type="checkbox"/> Activity: Listen to the story <u>Oh, What a Thanksgiving!</u> SS-EP-2.2.1 DOK 1</p> <p><input type="checkbox"/> Activity: Students will share a Christmas tradition their family does together every year by writing about their tradition. Students may select to videotape or demonstrate to the class their tradition through visual aids. (Example: making a gingerbread house at Christmas or stringing popcorn). SS-EP-2.2.1 DOK 2</p> <p><input type="checkbox"/> Read <u>A Picture Book of Martin Luther King Jr.</u> and discuss how he was a hero to many Americans. Discuss what qualities a person must have to be considered a hero. SS-EP-2.3.1 DOK 1</p> <p><input type="checkbox"/> Writing Activity: Students will complete a 4-square graphic organizer on someone they consider to be a hero. Students will design an award to display for their hero. SS-EP-2.3.1 DOK 1</p> <p><input type="checkbox"/> Activity: Design a “Friendship Quilt”. Each student will design a quilt square to show what makes a good friend and how we fit together as a cohesive group. SS-EP-2.3.1 DOK 2</p> <p><input type="checkbox"/> Activity: Read the book <u>Me on the Map</u>. Students will be shown models of the earth/globe and the United States map. Students will use a bird’s eye view to help them understand that a map is an overhead picture. SS-EP-4.1.1 DOK 1</p> <p><input type="checkbox"/> Activity: Using a practice sheet titled “In the Classroom”, students will identify where objects are located by looking at symbols/labels, which are visual representations of the classroom. SS-EP-4.1.1 DOK 1</p> <p><input type="checkbox"/> Activity: Read the book <u>Making Maps</u>. Through teacher guided activity students will work together to create a map of their classroom. SS-EP-4.1.1 DOK 1</p> <p><input type="checkbox"/> <u>Assessment</u>: Students will be taken to the gym to see it as a visual picture. Students will create a simple map of</p>

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	<ul style="list-style-type: none"> ❑ SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, and clothing). DOK 1 <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>G1 Use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.</i> ❑ <i>CS2 Understand that diverse groups celebrate heritage and culture in a variety of ways.</i> ❑ <i>G5 Recognize factors that influence human movement and settlement.</i> 	<ul style="list-style-type: none"> ❑ Shelter ❑ Clothing ❑ Native Americans ❑ Pilgrims 	<p>the gym showing specific features such as doors, bleachers, basketball goals, and bathroom locations. SS-EP-4.1.1 DOK 2</p> <ul style="list-style-type: none"> ❑ <u>Assessment:</u> Students will draw a replica of the globe showing water and land. SS-EP-4.1.1 DOK 1 ❑ <u>Oral Assessment:</u> Student will be shown a United States map and asked to locate Kentucky. SS-EP-4.1.1 DOK 1 ❑ <u>Assessment:</u> After the story <u>Oh, What a Thanksgiving!</u> Students will make a T-chart comparing and contrasting how Thanksgiving is celebrated today and long ago emphasizing how the Pilgrims/Native Americans depended on their environment for food, shelter, and clothing. SS-EP-4.4.1 DOK 1 ❑ Activity: Students will be given a house template to display their family members and how they live work and play together. SS-EP-4.4.1 DOK 1 ❑ Core-Content Videos: <ul style="list-style-type: none"> ❑ <u>Where Do You Live</u> SS-EP-4.1.1 DOK 1 ❑ <u>The Great Earth Sing-Along</u> SS-EP-4.1.1 DOK 1 ❑ <i>Going to Grandma's Around the World</i> SS-EP-2.21 DOK 1 ❑ <i>Happy Birthday Around the World</i> SS-EP-2.21 DOK 1 ❑ <i>Include Us</i> SS-EP-2.21 DOK 1 ❑ <i>"National Observances"</i> SS-EP-2.21 DOK 1 ❑ Filmstrips: <ul style="list-style-type: none"> ❑ <u>Disney's Beginning Map Skills Series</u> SS-EP-4.1.1 DOK 1 ❑ Literature Links: <ul style="list-style-type: none"> ❑ <u>Pumpkin Pumpkin</u> SS-EP-2.2.1 DOK 1 ❑ <u>The Biggest Pumpkin Ever</u> SS-EP-2.2.1 DOK 1 ❑ <u>Little Critter Goes Trick-or-Treating</u> SS-EP-2.2.1 DOK 1 ❑ <u>Oh, What A Thanksgiving!</u> SS-EP-2.2.1 DOK 1 ❑ <u>The Very First Thanksgiving Day</u> SS-EP-2.2.1

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			<p>DOK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>The Night Before Thanksgiving</u> SS-EP-2.2.1 DOK 1 <input type="checkbox"/> <u>It's Thanksgiving</u> SS-EP-2.2.1 DOK 1 <input type="checkbox"/> <u>Thanksgiving Day at Our House</u> SS-EP-2.2.1 DOK 1 <input type="checkbox"/> <u>The Year of the Perfect Christmas Tree</u> SS-EP-2.2.1 DOK 1 <input type="checkbox"/> <u>T'was the Night Before Christmas</u> SS-EP-2.2.1 DOK 1 <input type="checkbox"/> <u>How Santa Got His Job</u> SS-EP-2.2.1 DOK 1 <input type="checkbox"/> <u>Ruby Bridges</u> SS-EP-2.3.1 DOK 1 <input type="checkbox"/> <u>A Picture Book of Martin L. King Jr.</u> SS-EP-2.3.1 DOK 1 <input type="checkbox"/> <u>A Very Special Critter</u> SS-EP-2.3.1 DOK 1 <input type="checkbox"/> <u>A Picture Book of George Washington</u> SS-EP-2.3.1 DOK 1 <input type="checkbox"/> <u>A Picture Book of Abraham Lincoln</u> SS-EP-2.3.1 DOK 1 <input type="checkbox"/> <u>A Picture Book of John F. Kennedy</u> SS-EP-2.3.1 DOK 1 <input type="checkbox"/> <u>Me on the Map</u> SS-EP-4.1.1 DOK 1 <input type="checkbox"/> <u>I Know About Maps</u> SS-EP-4.1.1 DOK 1 <input type="checkbox"/> <u>Making Maps</u> SS-EP-4.1.1 DOK 1 <input type="checkbox"/> <u>Everybody Cooks Rice</u> SS-EP-4.4.1 DOK 1 <input type="checkbox"/> <u>How My Family Lives in America</u> SS-EP-4.4.1 DOK 1