



Grade 1 Unit 1 - My Rules and My School Community

Unit Focus

In this roll-out unit students will be reflecting on their kindergarten rules and developing rules for their new experience while discussing why we have rules and what it means to be an active participant in a larger community (family, classroom, school, bus, hallway, cafe, specials). Students, as classroom community members, will discuss why it is important to be respectful of others and to be active listeners during turn and talk, lessons, stories, and other interpersonal activities. They will be discussing what happens when a member of a community does not follow the rules and the reasons for consequences associated with such actions. Mentor texts will be utilized to help the teacher emphasize lessons in citizenship and other local and global issues. Additionally, embedded in the unit will be a concept which focuses on the celebration of certain holidays and how they connect to citizenship and community.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Performance Standards <i>Social Studies : 1</i> 1010686 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.K--2.2 Identify disciplinary ideas associated with a compelling question. • INQ.K--2.1 Explain why the compelling question is important to the student. • INQ.K--2.4 Make connections between supporting questions and compelling questions. <p>1010692 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS 1010693 Civics</p> <ul style="list-style-type: none"> • CIV.1.4 Apply civic virtues when participating in school settings. • 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.1.2 Explain how all people, not just official leaders, play an important role in a community. • CIV.1.8 Identify and explain how rules function in public. • CIV.1.3 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of 	<p>T1 Understand roles in communities and how to propose and/or create change in communities based on important issues. <i>(Citizenship)</i></p> <p>T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective. <i>(Collective Intelligence)</i></p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Rules, laws, and processes help people make decisions on issues to balance individual freedoms and common good.</p> <p>U2 Citizens develop a sense of empathy for other citizens. (U.H.4)</p> <p>U3 Rules, laws, and processes are created by people and can be changed by people.</p> <p>U4 The health and harmony of a community relies on respectful interactions of its citizens (U.C.4)</p>	<p>Q1 As a citizen, what are my rights and responsibilities?</p> <p>Q2 Why is being mindful of others important?</p> <p>Q3 Why is it important for me to be an active participant in my community?</p> <p>Q4 What is the reason behind the rule/law? Is it fair?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS		
<p>K1 their role as a citizen of the classroom</p>	<p>S1 explaining the reason(s) behind our classroom rules</p> <p>S2 asking and answering a question about a classroom issue to</p>		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>authority. <i>1010713 History</i></p> <ul style="list-style-type: none"> • HIST.1.2 Generate questions about individuals and groups who have shaped a significant historical change. <p><i>1010725 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i></p> <ul style="list-style-type: none"> • INQ.K--2.11 Construct explanations using correct sequence and relevant information. • INQ.K--2.14 Ask and answer questions about explanations. • INQ.K--2.16 Identify ways to take action to help address local, regional and global problems. <p>Student Growth and Development 21st Century Capacities Matrix <i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner. 	<p>K2 the process for discussing and establishing rules</p> <p>K3 what makes a responsible citizen</p> <p>K4 the importance of respect and its role in a community</p> <p>K5 identifying and helping to solve problems</p> <p>K6 what makes a rule fair</p> <p>K7 vocabulary: community, diversity, citizen, mindful, responsible, consequence, contract, respect, fairness, harmonious, participant, passive, active, rights</p>	<p>better understand another student's perspective.</p> <p>S3 expressing an opinion about a classroom issue</p> <p>S4 identifying aspects of community and citizenship when discussing rules</p> <p>S5 actively participating during turn and talk to identify/propose ways to take action</p> <p>S6 asking and answering questions about individual community members that have shaped rules and behaviors</p> <p>S7 explaining how community building involves all people</p> <p>S8 describing how communities and citizens develop rules</p> <p>S9 applying civic virtues when participating in school/community settings</p> <p>S10 effectively using the classroom rules/behavior system to be a responsible citizen</p>
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