

Semester 1 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 1: Rights and Responsibilities of Citizens 6 weeks	Students will learn about rights, responsibilities, and the importance of rules in their communities.	<p>1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.</p> <p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Citizens have rights and responsibilities, including voting for public officials. • People can better cooperate when they respect authority and follow rules and laws in the home, at school, and in the community. • Rules and Laws establish order, provide security, and manage conflict. • Good citizens help to maintain a constitutional republic. • The role of government is to represent the citizens and 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify leaders and describe their responsibilities. • Apply civic virtues, such as respect for individual rights, equity, and justice, within school settings. 	Savvas: <i>MyWorld Interactive</i> , Unit 1

			provide services and protection.		
<p>Unit 2: Geography of the Community</p> <p>5 weeks</p>	<p>Students will learn about the physical characteristics of the world, and how humans are both impacted by and have an impact upon, them.</p>	<p>1.7 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).</p> <p>1.8 Explain how seasonal changes influence activities in school and community.</p> <p>1.9 Give examples of local natural resources and describe how people use them.</p> <p>1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.</p> <p>1.19 Identify cause-and-effect relationships.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Maps are representation and globes are models of places on Earth. • The world is made up of different physical characteristics (such as land, bodies of water, natural resources, and weather.) • Humans interact with, and have an impact on the environment, and the environment affects how and where people live. • The human characteristics of a place (such as shelter, clothing, food, and activities) are based on geographic location. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Distinguish between maps and models, and to find locations on a map. • Identify the physical characteristics, including natural resources, of their state. 	<p>Savvas: <i>MyWorld Interactive</i>, Unit 2</p>

Unit 3: Symbols and Traditions of the United States 7 weeks	Students will learn about American symbols (particularly the flag) and traditions as well as important American documents, heroes, and traditions.	1.12 Identify songs and symbols commonly associated with the United States of America.	Students will know: <ul style="list-style-type: none"> There are symbols and traditions that connect all Americans across the country. The American flag is a symbol of freedom. American documents are the basis of the United States' freedom and laws. 	Students will be able to: <ul style="list-style-type: none"> Identify key American symbols, and to discuss what they stand for. Identify and discuss U.S. traditions and heroes. 	Savvas: <i>MyWorld Interactive</i> , Unit 3
Semester 2 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 4: Life Today and Long Ago 5 weeks	Students will learn about time relationships, how clocks and calendar measure time, as well as how some aspects of life change or stay the same over time.	1.15 Use terms related to time to place events that have occurred in sequential order. 1.16 Develop and analyze a simple timeline of important family events in a sequential order. 1.22 Determine if a source is primary or	Students will know: <ul style="list-style-type: none"> We measure time with clocks and calendars. Some aspects of schools and communities stay the same over time, but other aspects change. Technology, transportation, 	Students will be able to: <ul style="list-style-type: none"> Discuss ways in which life has changed or stayed the same over time. Use words that indicate time relationships in their speaking and writing. 	Savvas: <i>MyWorld Interactive</i> , Unit 4

		secondary and distinguish whether it is mostly fact or opinion.	and ways to communicate have changed over time.	<ul style="list-style-type: none"> Complete and understand a simple timeline. 	
<p>Unit 5: One Nation, Many People</p> <p>7 weeks</p>	<p>Students will learn the importance of diverse cultures (and the customs, traditions, etc. that make up cultures) and will understand that various cultures have similarities and differences, as well as how they have contributed to our nation's culture.</p>	<p>1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. (History) 1.6 Describe ways people celebrate their diverse cultural heritages in the community.</p> <p>1.14 Make connections between the student's family and other families, the student's school and other schools</p> <p>1.15 Use terms related to time to place events that have occurred in sequential order.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> Families and communities share different customs, holidays, celebrations, beliefs, languages, and traditions. Culture is expressed in various ways. We can learn about our nation's past and its culture through stories, including folk tales and legends. We are all part of American culture. Immigrants and American Indians contribute to our nation in many ways. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize traditions. Complete a sequential timeline. Understand the important contributions of American Indians and Immigrants to our nation. Understand the meaning of culture and identify aspects that make up their own culture. 	<p>Savvas: <i>MyWorld Interactive</i>, Unit 5</p>

Unit 6: Work in the Community 6 weeks	Students will learn about how people get what they need, including the differences between wants and needs, goods and services, and producers and consumers. They will also learn about jobs and a budget.	<p>1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).</p> <p>1.4 Compare and contrast the monetary value of items. (Some things cost more than others do.)</p> <p>1.5 Identify different uses of money (saving, spending, and sharing/contributing)</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • People exchange goods and services to get what they need. • Producers make goods and provide services. Consumers buy goods and services. • Limited resources means that we must make choices as we spend, save, and donate money. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and recognize examples of services, wants, needs, producer and consumer. • Compare the monetary value of items to make a choice, and to explain the reason for their choice. 	Savvas: <i>MyWorld Interactive</i> , Unit 6
End of Semester 2					