

GRADE 1: CONSIDERING MY WORLD

Considerations for Curriculum Development

First Grade Contextual Theme: Me and My Community

Me and my local community.

Assumptions and Goals of Curriculum Development

The focus of grade 1 will be to continue to develop students' citizenship skills by expanding their studies from a personal to a local level. Students will develop an understanding beyond themselves to include their local communities, while applying the disciplinary core concepts of civic mindedness, economic decision making, geographical reasoning and historical thinking through multiple perspectives and viewpoints. This grade will allow students to describe similarities and differences between their families, school and communities. Throughout grade 1, students should be afforded ample opportunities to engage in all Practices of the Inquiry Cycle.

Summative grade level compelling questions may include, but are not limited to, the following:

- What is a community?
- What do maps tell me about my community?
- What do I remember about my past?
- What goods and services are specific to my community?

Contextual Inquiries by Disciplinary Core Concept

Civic Mindedness

- How do people make a difference in a community?
- Who takes care of our community?
- What is my role as a member of my community?
- What are my responsibilities as a member of my community?
- What are the rules and laws in my community?
- Who are my community leaders?

Economic Decision Making

How do communities help to satisfy the needs and wants of people who live there?
How do people in communities make economic choices?
How do people earn incomes in my community?
What goods and services do I get from other communities?

Geographical Reasoning

How do I locate my community on a map?
Who lives in my community?
What does my physical community look like?
How are communities connected?

Historical Thinking

How do different sources of information tell me about the past?
How have communities changed over time?
Who are famous historical figures in my community?
What local artifacts will help me learn about my community's past?
What monuments or memorials are in my community and why?

Civic Mindedness

1.CM.1 Civic and Political Institutions *Explain the need for and purposes of rules in a community.*

1.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles *Describe and demonstrate equality, fairness and freedom when making decisions.*

1.CM.3 Processes, Rules and Laws *Explain the purpose of rules in various settings.*

Key Idea: Decisions about rules and responsibilities within a community are made to ensure the safety of its people.

Students, who demonstrate understanding of these standards, can address the following compelling questions:

How do rules help to make my community safe?

Can I always be fair to everyone?

What if we didn't have rules?

Students, who demonstrate understanding of these standards, can address the following supporting questions:

Who makes the rules in my community?

Why is cooperation important?

What is the purpose of rules?

Fundamental Understandings:

Students will understand the following:

- We have rules in my community because they protect people.
- When making choices, we should consider others.
- Rules can be different in different places and at different times.

Key Concepts:

May include, but are not limited to the following: authority figures, bullying, community, conflict, consequences, cooperation, decisions, discrimination, fairness, feelings, freedom, equality, flags, laws, loyalty, order, protection, respect, rules, safety choices, settings, etc.

Economic Decision Making

1.EDM.4 Economic Decision Making *Explain and generate examples of how scarcity affects economic decisions.*

1.EDM.5 Exchange and Markets *Describe the connection between the costs of production and the price of goods and services.*

1.EDM.6 National Economy *Explain how and why people save and spend money.*

1.EDM.7 Global Economy *Describe why people trade for goods and services.*

Key Idea: Wants and needs influence the economic decisions of individuals and communities.

Students, who demonstrate understanding of these standards, can address the following compelling questions:

How do we make choices when we can't always get what we want?

What does a price represent?

What should I do with my money?

How does our community get the things it needs?

Students, who demonstrate understanding of these standards, can address the following supporting questions:

What is an economic decision?

What are the costs of production?

What are the advantages of saving money?

What is trade?

Fundamental Understandings:

Students will understand the following:

- People want more things than they can have.
- The cost of a good or service is less than its price.
- People make decisions about how to spend the money they have available.
- People depend on others to meet their needs.

Key Concepts:

May include, but not limited to the following: banks, barter, community, consumers, costs of production, demand, dependence, earnings, economic decisions, goods, money, needs, price, producers, profit, savings, scarcity, services, spending, supply, trade, wants, etc.

Geographical Reasoning

- 1.GR.8 Spatial Views of the World** *Identify characteristics of places using maps, graphs, photographs and other models.*
- 1.GR.9 Human-Environment Interaction** *Identify environmental characteristics of specific places.*
- 1. GR.10 Human Populations Spatial Patterns and Movements** *Explain why and how goods and ideas move to meet daily needs.*
- 1. GR.11 Global Interconnections** *Explain how the consumption of products connects people to other places through trade.*

Key Idea: We can learn about people by examining where they live.

Students, who demonstrate an understanding of these standards, can address the following compelling questions:

What do maps tell us?

What is the environment like in your community?

How do we get what we need?

Why do communities need one another?

Students, who demonstrate understanding of these standards, can address the following supporting questions:

How do I read a map?

What are environmental characteristics?

What is movement?

What is consumption?

Fundamental Understandings:

Students will understand the following:

- Maps are representations of features and objects
- Certain features help define a place.
- People rely upon goods and ideas that come from places other than their communities.
- People are connected with one another through the movement of goods.

Key Concepts:

May include, but not limited to the following: barter, climate, community, consumption, cultural characteristics, directions, environmental characteristics, factories, geographic models, goods, graphs, ideas, interpretation, landmarks, maps, monuments, movement, natural resources, needs, photographs, place, production, products, scarcity, symbols, technology, trade, transportation, visual representations, weather, etc.

Historical Thinking

1.HT.12 Chronological Reasoning: Causation and Continuity Compare life today to the past, utilize a chronological sequence and identify significant individuals and groups.

1.HT.13 Historical Understanding: Contextualization and Perspectives Compare and contrast perspectives of people in the past to those of people in the present.

1.HT.14 Historical Arguments Summarize possible reasons for historical developments and events.

1.HT.15 Interpretation and Synthesis Identify the maker, date and place of origin for a historical source from information in the source.

Key Idea: People's perspectives help us learn from the past to make effective decisions about our present.

Students, who demonstrate understanding of these standards, can address the following compelling questions:

- How is life different today than in the past?
- Do we think differently than people did in the past?
- How do I know what happened in the past if I wasn't there?
- How does the origin of a source influence the story being told?

Students, who demonstrate understanding of these standards, can address the following supporting questions:

- How do I describe events in a chronological sequence?
- How do I compare and contrast something?
- How do I get information about the past?
- How do I determine the origin of a source?

Fundamental Understandings:

Students will understand the following:

- People have made contributions to communities over time.
- What people believe may change over time.
- Historical developments and events usually happen because of a variety of reasons.
- Who wrote a source and when helps us to understand a source's purpose.

Key Concepts:

May include, but not limited to the following: beliefs, biographies, change, chronological sequence, compare and contrast, customs, date, folklore, historical developments and events, historical eras, historical sources, impact, legends, maker, myths, opinions, origin, past, perspectives, place, present, purpose, significant individuals and groups, summarization, traditions, etc.