**Grade 1: Considering MY World**

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| **Grade Level Introduction:** Building on their experiences of “My World” during Kindergarten, 1st graders will engage in 21st century learning, deepening their learning in all Practices in the Inquiry Cycle. Through a woven experience within all four Disciplinary Core Concepts, students begin to see their world as structured where both the past and the present interact. During the first grade, much of the groundwork for cause and effect thinking is constructed so that students can make sense of relationships and interactions at a local level. Experiences throughout the school year will create opportunities for students to question how roles and responsibilities in their communities relate to rules and decision-making, develop historical-thinking skills by questioning and evaluating sources, foster economic decision-making by asking questions and evaluating their roles as consumers and develop geographic-reasoning skills that will challenge students to see relationships between cultures and the environment. This year of wonder and investigation will lead to the development of an understanding of how these concepts affect their world and empower students to see themselves as contributors to the solutions. By the end of first grade, these young learners are equipped to ask relevant questions and make connections to the world they know.**Assumptions and Goals of Curriculum Development:****Sampling of Primary Resources Documents:** |
| **1.CM.1 Civic and Political Institutions** *Explain the need for and purposes of rules in a community.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** *may include, but are not limited to the following:* |

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| **1.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Describe and demonstrate equality, fairness and freedom when making decisions.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:****What is equality?** **What does freedom mean to you?****What does it mean to be fair?**   | **Students who demonstrate understanding, can address the following Supporting Questions:****Do we use fairness in our classroom?****Can write the definition of freedom?** **Do we have equality in our country?**  |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1.CM.3 Processes, Rules and Laws** *Explain the purpose of rules in various settings.* |
| **Key Idea**:  |
| ***Students who demonstrate understanding, can address the following Compelling Questions:*** **Why do you think we have rules?** | ***Students who demonstrate understanding, can address the following Supporting Questions:***·  |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1.EDM.4 Economic Decision Making** *Explain and generate examples of how scarcity affects economic decisions.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1.EDM.5 Exchange and Markets** *Describe the connection between the costs of production and the price of goods and services.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1.EDM.6 National Economy** *Explain how and why people save and spend money.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1.EDM.7 Global Economy** *Describe why people trade for goods and services.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** *may include, but are not limited to the following:*·  |
| **1.GR.8 Spatial Views of the World** *Identify characteristics of places using maps, graphs, photographs and other models.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1.GR.9 Human-Environment Interaction** *Identify some cultural and environmental characteristics of specific places.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:** *may include, but are not limited to the following:*  |
| **1. GR. 10 Human Populations Spatial Patterns and Movements** *Explain why and how goods and ideas move to meet daily needs.* |
| **Key Idea**:   |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1. GR. 11 Global Interconnections** *Explain how the consumption of products connects people to distant places through trade.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1. HT.12 Chronological Reasoning: Causation and Continuity** *Compare life today to the past, utilize a chronological sequence and identify significant individuals and groups.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** *may include, but are not limited to the following:* |
| **1.HT.13 Historical Understanding: Contextualization and Perspectives** *Compare and contrast perspectives of people in the past to those of people in the present.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:** *may include, but are not limited to the following:*  |
| **1.HT.14 Historical Arguments** *Summarize possible reasons for historical developments and events.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**  |
| **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**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:** *may include, but are not limited to the following:* |