

Unit Map 2011-2012

Lincoln School Department

Collaboration / Social Studies 1* (CG) / Grade 1 (Curriculum Guides)

Friday, November 18, 2011, 12:00PM

Unit: What is a community? (Week 11, 10 Weeks)
Stage 1: Desired Results
<u>Established Goals</u>
<p>GSE: Civics and Government/RI History, Grades K-2, Civics & Government</p> <p>C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals. C&G 1 (K-2) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...</p> <ul style="list-style-type: none">▪ c. exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community <p>C&G 1 (K-2) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</p> <ul style="list-style-type: none">▪ a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good <p>C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. C&G 2 (K-2) –1 Students demonstrate an understanding of United States government (local, state, national) by...</p> <ul style="list-style-type: none">▪ a. identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country) <p>C&G 2 (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...</p> <ul style="list-style-type: none">▪ c. identifying individual roles in a group and acting as a productive member of a group <p>C&G 3: In a democratic society all people have certain rights and responsibilities. C&G 3 (K-2) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...</p> <ul style="list-style-type: none">▪ a. exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority

figures (police, fire, doctors, community leaders), and others
C&G 3 (K-2) – 2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...

- a. demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)
- b. working cooperatively in a group, sharing responsibilities or individual roles within a group

C&G 4 (K-2) – 2 Students demonstrate their participation in political processes by...

- a. experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern)

C&G 4 (K-2) – 3 Students participate in a civil society by ...

- a. identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions-each picks up one piece of trash, recycle, plan a clean-up day, etc.)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally. C&G 5 (K-2) -1 Students demonstrate an understanding of the many ways earth's people are interconnected by...

- a. exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news)

GSE: Civics and Government/RI History, Grades K-2, Historical Perspectives

HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 2 (K-2) – 1 Students connect the past with the present by...

- a. recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments)

HP 3: The study of history helps us understand the present and shape the future. HP 3 (K-2) – 1 Students demonstrate an understanding of how the past frames the present by...

- a. identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?)

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ▪ Students will generalize the skills learned within the home community to the school and neighborhood communities. ▪ Students will make the comparisons between rural, suburban and urban communities. ▪ Develop an awareness of how the various communities keep people safe in different ways. 	<ul style="list-style-type: none"> ▪ What makes up a community? (ie. home, school, neighborhood, town) ▪ Who are the helpers in each of these communities? ▪ Why is it important for people to vote? ▪ What are different ways of giving to/helping others? ▪ What are the qualities of a leader or hero? ▪ What are the characteristics of good citizenship?
Content Knowledge	Skills
<p>Students will:</p> <ul style="list-style-type: none"> ▪ understand the composition of a community. ▪ understand various community types (rural, suburban and urban) ▪ know the who the helpers are in each community and their individual responsibilities. ▪ have an awareness of the importance of being an active participant in each community. ▪ recognize how communities have 	<ul style="list-style-type: none"> ▪ Define different types of communities. ▪ Define the components of a community: family consists of mother, father, child school consists of administrator, teachers, helpers, children neighborhood consists of administrators, helpers, individual people ▪ Identify a service provider and list their responsibilities and how they affect/help the community. ▪ Demonstrate knowledge of the consequences when there is a lack of this service (ie. sanitation workers) ▪ Compare and contrast past with present communities using graphic

<p>changed over time.</p> <ul style="list-style-type: none"> ▪ be aware of their place in the world (home, street, town, state, country, continent, world). ▪ be aware of the different types of housing around the world. ▪ recognize how having a small part in a community can make a big difference to others in your community and other communities. 	<p>organizers such as Venn diagrams.</p> <ul style="list-style-type: none"> ▪ Demonstrate the hierarchy of their place in the world through dramatization, icon placement, paper mache, felt, oral or written means, choral singing, etc. ▪ Homework project: look up different housing and create one to present in class. Include who would live in it, where it is found. ▪ Participate in a community project to assist others in need.
Stage 2: Assessment Evidence	
Assessment (New)	Assessment
	<ul style="list-style-type: none"> ▪ Students will accurately provide their street address. ▪ Students will identify the key community helpers and be able to match them with their responsibilities. ▪ Compare and contrast similarities and differences between 3 neighborhood communities: rural, suburban and urban by creating a diagram and labeling the parts.
Stage 3: Learning Plan	
Learning Activities	Resources
<ul style="list-style-type: none"> ▪ After reading <u>Me on the Map</u> students will draw their home on their street labeling their address. ▪ Discuss roles in a 	<p>Books:</p> <ul style="list-style-type: none"> ▪ <u>On the Town: A Community Adventure</u> By Judith Casey. ▪ <u>This is My Street</u> Concept Book ▪ <u>Tar Beach</u> By Faith Ringgold ▪ <u>Career Day</u> By Ann Rockwell

<p>family. Make a booklet about their family and how they all help each other. Ie. Dad works to make money for the family, older brother can babysit little brother, etc.</p> <ul style="list-style-type: none"> ▪ Identify the community helpers and match to their responsibilities and their buildings they work out of . ▪ Read and discuss various neighborhood communities. Create a project to display. ▪ Make a community helper mobile. ▪ Write a letter to a community helper to thank them for their services. ▪ See-Saw activity: Compare long ago to the present. ▪ Using the graphic organizer "My Interview," interview an older member of the community to find out how they lived differently from today. ie. games, chores, housing. ▪ Read <u>Stella Louella's Runaway Book</u>. Make a community map of all the places the book visited. 	<ul style="list-style-type: none"> ▪ <u>When I Was Young in the Mountains</u> By Cynthia Rylant. ▪ <u>Stella Louella's Runaway Book</u> By Lisa Campbell Ernst. ▪ <u>The Quiltmaker's Gift</u> By Jeff Brumbeau ▪ <u>Community Helpers</u> Concept Books ▪ <u>Communities -Theme Pack</u> Concept books ▪ <u>Communities: Living in a Suburb, City, Small Town, Rural Area</u> ▪ <u>Our Town</u> By Faridah Yusof ▪ <u>Me on the Map</u> ▪ <u>Places to Visit</u> (BB) ▪ <u>This is My Home</u> (BB) <p>Website: http://www.hud.gov/kids/whatsjob.html (a matching game)</p> <p>Video Streams:</p> <ul style="list-style-type: none"> ▪ <u>All About Families</u> 10:00 ▪ <u>Diversities Elementary Families</u> 15:08 ▪ <u>Citizenship in the Community</u> 17:00 ▪ <u>Going to school is Your Job</u>
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<ul style="list-style-type: none"> ▪ Invite visitors is for "Career Day." Describe one of the careers they would like to have. What kind of community helper would they be? List the responsibilities of that helper. ▪ Choose a whole grade, school wide classroom to community project such as: Pennies for Patients, March for Dimes, Amos House, etc. Suggested times of year are near Christmas and Spring. 	
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