Grade 1	Unit 1: Community		Suggested Length: 2 – 3 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<u>Core Content</u>		
 What are the roles of individuals in the family, school, and community? What are your rights and responsibilities? 	SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, maintain roads and snow removal, garbage pick-up), and identify how they pay for these services (taxes).	☐ Goods ☐ Services	□ Students and teacher will brainstorm a list of classroom rules and procedures to develop a set of classroom rules to be used. Then students will vote on the five most classroom rules to be displayed in the classroom. A contract listing the rules, along with consequences will be developed and signed by all involved. SS-EP-1.1.1 DOK 2 □ Activity: Invite various guest speakers to the classroom to discuss their jobs. Prior to the visit students will develop and write interview questions for each community helper SS-EP-1.1.1 DOK 2
	SS-EP-1.2.1 Students will describe how their local government are structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.		☐ Assessment: (Writing Activity): Using the data, students will compile a booklet called "Community Helpers". These booklets will be shared with kindergarten students. SS-EP-1.1.1 DOK 1
	SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.	☐ Democratic	
	SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating foods/supplies) and explain why civic engagement in the community is important. DOK 2	□ Community □ Recycling □ Roles □ Diversity	 □ Assign different roles and role-play various family members and discuss the diversity of families. SS-EP-1.3.2 DOK 1 □ Activity 1: Students will be assigned a house template divided into three categories, "My Home", "My Family", and "Family Fun". Students will create a display using pictures for each category. Using their house display, students will discuss their family and their roles. SS-EP-1.3.2 DOK 1 □ Assessment: Teacher will create a scenario depicting
	SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with		different behavioral situations. Students will decide if each scenario is following correct rules and procedures by displaying the happy face or the sad

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Grade 1	Unit 2: The World Around Me		Suggested Length: On-going
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<u>Core Content</u>		
1. What are some of the holidays and traditions that families celebrate?	□ SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.	□ Tradition □ Prejudices □ Government □ Belief □ Institution □ Custom	 □ Activity: Teachers will read a variety of trade books to students about the different holidays and how the are celebrated. SS-EP-2.2.1 DOK 1 □ Writing Activity: Student will write a brochure about "Trick or Treat Safety" as part of a fall tradition that some Americans acknowledge. The brochures are read
2. How are human		□ Patriotic	aloud to kindergarten. SS-EP-2.2.1 DOK 2

Grade 1	Unit 2: The World Around Me		Suggested Length: On-going
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
needs met through home and school? 3. What are a map and a globe? 4. How do maps and globes help us to locate places?			 □ Writing Activity: Students will write a transactive piece on "How to Carve a Jack-o-Lantern" after a class demonstration done by the teacher. SS-EP-2.2.1 DOK 2 □ Activity: Listen to the story Oh, What a Thanksgiving! SS-EP-2.2.1 DOK 1 □ Activity: Students will share a Christmas tradition their family does together every year by writing about their tradition. Students may select to videotape or demonstrate to the class their tradition through visual aids. (Example: making a gingerbread house at Christmas or stringing popcorn). SS-EP-2.2.1 DOK 2
	□ SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school. DOK 2	□ Compromise □ Hero	 Read A Picture Book of Martin Luther King Jr. and discuss how he was a hero to many Americans. Discuss what qualities a person must have to be considered a hero. SS-EP-2.3.1 DOK 1 Writing Activity: Students will complete a 4-square graphic organizer on someone they consider to be a hero. Students will design an award to display for their hero. SS-EP-2.3.1 DOK 1 Activity: Design a "Friendship Quilt". Each student will design a quilt square to show what makes a good friend and how we fit together as a cohesive group. SS-EP-2.3.1 DOK 2
	SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.	☐ Geography ☐ Relative Location	 □ Activity: Read the book Me on the Map. Students will be shown models of the earth/globe and the United States map. Students will use a bird's eye view to help them understand that a map is an overhead picture. SS-EP-4.1.1 DOK 1 □ Activity: Using a practice sheet titled "In the Classroom", students will identify where objects are located by looking at symbols/labels, which are visual representations of the classroom. SS-EP-4.1.1 DOK 1 □ Activity: Read the book Making Maps. Through teacher guided activity students will work together to create a map of their classroom. SS-EP-4.1.1 DOK 1 □ Assessment: Students will be taken to the gym to see it as a visual picture. Students will create a simple map of

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Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
Essential Questions	□ SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, and clothing). DOK 1 Program of Studies □ G1 Use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings. □ CS2 Understand that diverse groups celebrate heritage and culture in a variety	□ Shelter □ Clothing □ Native Americans □ Pilgrims	Classroom Instruction and Assessment Student will: the gym showing specific features such as doors, bleachers, basketball goals, and bathroom locations. SS-EP-4.1.1 DOK 2 Assessment: Students will draw a replica of the globe showing water and land. SS-EP-4.1.1 DOK 1 Oral Assessment: Student will be shown a United States map and asked to locate Kentucky. SS-EP-4.1.1 DOK 1 Assessment: After the story Oh, What a Thanksgiving! Students will make a T-chart comparing and contrasting how Thanksgiving is celebrated today and long ago emphasizing how the Pilgrims/Native Americans depended on their environment for food, shelter, and clothing. SS-EP-4.4.1 DOK 1 Activity: Students will be given a house template to display their family members and how they live work and play together. SS-EP-4.4.1 DOK 1 Core-Content Videos: Where Do You Live SS-EP-4.1.1 DOK 1 The Great Earth Sing-Along SS-EP-4.1.1 DOK 1
	of ways. G5 Recognize factors that influence human movement and settlement.		 □ Going to Grandma's Around the World SS-EP-2.21 DOK 1 □ Happy Birthday Around the World SS-EP-2.21 DOK 1 □ Include Us SS-EP-2.21 DOK 1 □ "National Observances" SS-EP-2.21 DOK 1 □ Filmstrips: □ Disney's Beginning Map Skills Series SS-EP-4.1.1 DOK 1 □ Literature Links: □ Pumpkin Pumpkin SS-EP-2.2.1 DOK 1 □ Little Critter Goes Trick-or-Treating SS-EP-2.2.1 DOK 1 □ Oh, What A Thanksgiving! SS-EP-2.2.1 DOK 1 □ The Very First Thanksgiving Day SS-EP-2.2.1

Grade 1	Unit 2: The World Around Me		Suggested Length: On-going
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
			DOK 1
			☐ The Night Before Thanksgiving SS-EP-2.2.1 DOK
			☐ It's Thanksgiving SS-EP-2.2.1 DOK 1
			☐ Thanksgiving Day at Our House SS-EP-2.2.1 DOK
			1
			The Year of the Perfect Christmas Tree SS-EP-2.2.1 DOK 1
			T'was the Night Before Christmas SS-EP-2.2.1 DOK 1
			☐ How Santa Got His Job SS-EP-2.2.1 DOK 1
			□ Ruby Bridges SS-EP-2.3.1 DOK 1
			A Picture Book of Martin L. King Jr. SS-EP-2.3.1
			☐ A Very Special Critter SS-EP-2.3.1 DOK 1
			☐ A Picture Book of George Washington SS-EP-2.31
			DOK 1
			☐ A Picture Book of Abraham Lincoln SS-EP-2.3.1
			DOK 1
			☐ A Picture Book of John F. Kennedy SS-EP-2.3.1
			DOK 1
			☐ Me on the Map SS-EP-4.1.1 DOK 1
			☐ I Know About Maps SS-EP-4.1.1 DOK 1
			☐ Making Maps SS-EP-4.1.1 DOK 1
			□ Everybody Cooks Rice SS-EP-4.4.1 DOK 1
			☐ How My Family Lives in America SS-EP-4.4.1
			DOK 1