

Big Idea: Rules and laws guide people to live safely and be responsible citizens.

<i>Content: Social Studies</i>		<i>Grade: First</i>			<i>Unit 1: Rules and Laws</i> <i>Time Frame: September to October 16</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>Why should we follow rules?</p> <p>How do laws help communities?</p> <p>How do community leaders help people?</p> <p>How do government services help us?</p> <p>How can you show respect for the rights of others?</p>	<ul style="list-style-type: none"> Recognize the need for rules in the home, school and community Explore how rules establish order, provide security and protect rights Identify authority figures at school Recognize the need for fairness in rules Identify a problem Recognize the need for laws and rules Consider the consequences of not having or breaking rules and laws Construct a simple map, using map symbols Use a map key to identify places on a map 	<p>School rules, community rules, people lead the way, make a choice by voting, read a map, solve a problem, government helps us, citizenship: police officers and you, our rights, work and play together, Rosa Parks</p>	<p>Cause, effect, teacher, rule, responsibility, principal, fair, problem, solution, community, citizen, law, map, symbol, map key, leader, mayor, city, government, governor, vote, President, ballot, government services, respect, right, share, sportsmanship</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Dibbles Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Unit 1 test: Wednesday 10/15</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative</p>		<p>“A Child’s View”</p> <p>“Strange Laws”</p> <p>“Friendship’s Rule”</p> <p>Leveled readers</p>

	<ul style="list-style-type: none"> • Discuss how a person becomes a leader • Identify the roles and responsibilities of leaders at home, school and in the community • Identify community and state leaders • Understand the democratic process of voting • Recognize that government services provide for a community's needs • Identify examples of government services • Recognize the role of police officers in school and in the community • Identify behaviors that show respect for others • Recognize some of the rights people have • Practice appropriate social skills for working together in a cooperative group • Understand the contributions of Rosa Parks to the 			<p style="text-align: center;">Writing: Spelling Quizzes Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Writing Portfolio Benchmarks Quizzes Projects</p>	<p>meanings and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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	Civil Rights Movement				<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u> Text Types and Purposes:</p> <ol style="list-style-type: none">1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>	
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none">1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of	
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p style="text-align: center;"><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>	
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					<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an</p>		
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Big Idea: People live in many different locations. Where people live affects the way they live.

Content: Social Studies		Grade: First			Unit 2: Where People Live Time Frame: October 19-December 11		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>How can a map help you find places?</p> <p>What kinds of land and water does the United States have?</p> <p>How does where people live affect their shelter and transportation?</p> <p>How do people use and save resources?</p> <p>How does weather affect people?</p>	<ul style="list-style-type: none"> • Locate on a map the child’s community, state and United States • Recognize land and water on a map • Recognize the globe as a model of Earth • Describe the physical characteristics of places and regions • Identify landforms and bodies of water • Explore places that show different kinds of land and resources • Understand that national parks preserve the natural environments of places • Compare and contrast rural and urban areas 	<p>Finding where you are, using a globe, land and water, people and places, finding directions on a map, people use resources, George Washington Carver, What’s the weather? Points of view</p>	<p>Categorize, classify, location, state, country, border, Earth, globe, continent, ocean, valley, plain, neighborhood, farm, shelter, transportation, directions, cardinal directions, resources, recycle, weather, season, recreation,</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Dibbles Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Unit 2 test: Thursday 12/11</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>		<p>“A Child’s View”</p> <p>“Making Maps”</p> <p>“The Reasons for the Seasons”</p> <p>“Shelterwood”</p> <p>Leveled readers</p>

	<ul style="list-style-type: none"> • Describe the human characteristics of places and regions • Discuss how where people live affects their shelter and transportation • Locate places on a map using the four cardinal directions • Give examples of natural resources and how people use them • Describe how people adapt or modify their environment to meet their needs • Explain the need for conserving and recycling • Understand the work of scientist and inventor George Washington Carver • Identify and describe different weather characteristics of places • Describe how weather affects the way people live, including the effects on their clothing and recreation 			<p>Writing: Spelling Quizzes Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Writing Portfolio Benchmarks Quizzes Projects</p>	<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
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	<ul style="list-style-type: none">Recognize the physical and human characteristics of places				<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u> Text Types and Purposes: 1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>	
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Big Idea: We learn about our country through its symbols, heroes and holidays.

<i>Content: Social Studies</i>		<i>Grade: First</i>			<i>Unit 3: We Love Our Country Time Frame: December 14-February 26</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What are the Declaration of Independence and the United States Constitution?</p> <p>What is the Pledge of Allegiance?</p> <p>Why are our country's symbols important?</p> <p>Why do we have national holidays?</p>	<ul style="list-style-type: none"> Discuss how and why settlers came to America Understand the history and purposes of the Declaration of Independence and the U.S. Constitution Identify George Washington as a leader for freedom and the first President of the United States Explain how George Washington became a trusted leader in American government Distinguish between primary and secondary sources Recognize the importance of patriotic artifacts and artworks 	<p>Our country begins, George Washington, freedom, Pledge of Allegiance, American symbols, reading a diagram, The Liberty Bell, holidays and heroes, reading a calendar, Flag Day</p>	<p>Main idea, detail, settler, colony, freedom, flag, pledge, landmark, diagram, national holiday, hero, calendar, today, yesterday, tomorrow</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Dibbles Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Unit 3 test: Thursday 2/26</p> <p>Unit 3 project due: Monday 2/9</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>		<p>"A Child's View"</p> <p>"America"</p> <p>"The Story of the Star Spangled Banner"</p> <p>"George Washington's Breakfast"</p> <p>Leveled readers</p>

	<ul style="list-style-type: none"> ● Recognize the flag of the United States and what it stands for ● Recite the Pledge of Allegiance and explain its significance ● Know and understand symbols of the United States and explain their importance ● Identify national symbols and landmarks and the people and events associated with them ● Read a diagram to gain information about an American landmark ● Explore places that show our nation's history ● Recognize people, places and events that were significant during the formation of the United States ● Understand the significance of national holidays ● Recognize the achievements of the people associated 			<p style="text-align: center;">Writing: Spelling Quizzes Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Writing Portfolio Benchmarks Quizzes Projects</p>	<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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	<p>with national holidays</p> <ul style="list-style-type: none"> ● Read a calendar to identify the days, weeks and months in a year ● Correctly apply terms related to time and chronology ● Identify the flag as an important American symbol 				<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p style="text-align: center;"><u>Writing</u></p> <p>Text Types and Purposes:</p> <ol style="list-style-type: none"> 1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing:</p>		
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Big Idea: In many ways, people today are the same as people who lived long ago. But the way people live has changed over time.

<i>Content: Social Studies</i>		<i>Grade: First</i>			<i>Unit 4: Our Changing World Time Frame: February 29-March 21</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>How are the lives of people today different from the lives of people long ago? How are they the same?</p> <p>What were schools like long ago?</p> <p>What can happen to communities over time?</p> <p>How has transportation changed over time?</p>	<ul style="list-style-type: none"> • Compare daily life today and in the past • Identify things that have changed and things that have stayed the same across generations of family members • Compare the ways people communicate today and long ago • Analyze details in pictures to gather information • Analyze artifacts including households tools of the past • Recognize the changes in daily life brought by innovations, inventions and new technologies • Recognize that some things change over time while others stay the same 	<p>People long ago, use visuals, primary sources: home tools, schools long ago, put things in groups, communities in the past, use a time line, changes in transportation, tell fact from fiction, Neil Armstrong</p>	<p>Sequence, communication, tool, change, table, past, present, future, time line, technology, nonfiction, fact, fiction</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Dibbles Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Unit 4 test: Wednesday 4/1</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>		<p>“A Child’s View”</p> <p>“Aunt Flossie’s Hats”</p> <p>Leveled readers</p>

	<ul style="list-style-type: none"> • Identify tools for learning in the classroom • Compare schools today from schools long ago • Read and interpret a table • Categorize and classify information • Discuss changes that occur in a community over time • Correctly apply terms related in time, including past, present and future • Interpret time lines to understand the sequence of events • Construct time lines to place events in order • Compare types of transportation used today and long ago • Give examples of how technology has changed transportation • Describe how transportation has improved the way people live • Distinguish fact from fiction 			<p>Writing: Spelling Quizzes Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Writing Portfolio Benchmarks Quizzes Projects</p>	<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
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	<ul style="list-style-type: none"> ● Identify Neil Armstrong as the first person to walk on the moon ● Recognize that Neil Armstrong's patriotism led to his accomplishments as an astronaut 				<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p style="text-align: center;"><u>Writing</u></p> <p>Text Types and Purposes:</p> <ol style="list-style-type: none"> 1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing:</p>		
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Big Idea: Although Americans may have come from different backgrounds, they share some benefits.

<i>Content: Social Studies</i>		<i>Grade: First</i>			<i>Unit 5: All About People Time Frame: March 21-May 2</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>How have Native Americans affected our culture?</p> <p>How have immigrants added to our culture?</p> <p>What can folktales tell you about cultures?</p> <p>How do people celebrate their cultures?</p> <p>How do families meet their needs?</p>	<ul style="list-style-type: none"> Recognize the elements of culture, including language, dress and food Recognize that Native Americans were the first people to live in North America Understand the ways in which Native Americans have helped define American culture Identify a flowchart Understand Sacagewea’s part in defining American culture through her role in the Lewis and Clark expedition Understand the ways in which immigrants have helped define American culture 	<p>The first Americans, follow a flowchart, Sacagewea, people find new homes, expressing culture, sharing celebrations, follow a route, families around the world</p>	<p>Compare, contrast, culture, history, language, flowchart, immigrant, world, folktale, religion, celebration, custom, role</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Dibbles Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Unit 5 test: Tuesday 5/12</p> <p>Unit 5 project due: Friday 5/1</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>		<p>“A Child’s View”</p> <p>“How Beetles Became Beautiful”</p> <p>“How Coyotes Got Thin”</p> <p>Leveled readers</p>

	<ul style="list-style-type: none"> ● Recognize that immigrants come from countries around the world to make a new home in the U.S. ● Recognize the cultural characteristics of a place ● Compare varied cultures, drawing from folklore ● Understand why folktales teach about the culture from which they originate ● Compare the different beliefs and customs of other cultures ● Recognize that celebrations help people share their cultures ● Identify a route as a path that leads from one place to another ● Demonstrate how to trace routes on a map ● Describe roles individuals play in the groups they belong to ● Understand that families around the 			<p style="text-align: center;">Writing: Spelling Quizzes Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Writing Portfolio Benchmarks Quizzes Projects</p>	<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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	<p>world have the same needs</p> <ul style="list-style-type: none">• Recognize that families around the world meet their needs in different ways				<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u> Text Types and Purposes:</p> <ol style="list-style-type: none">1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>	
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none">1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of	
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p style="text-align: center;"><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>	
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					<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an</p>		
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					unknown term important to comprehension or expression.		
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Big Idea: People trade goods and services with each other. They make choices about how to spend their money.

<i>Content: Social Studies</i>		<i>Grade: First</i>			<i>Unit 6: The Marketplace Time Frame: May 2- June 3</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>Why are goods and services important?</p> <p>What kinds of jobs do people do?</p> <p>Why do people buy and sell?</p> <p>How are goods made in a factory?</p>	<ul style="list-style-type: none"> Distinguish between goods and services Understand the concept of exchange and the use of money to purchase goods and services Interpret information using a picture graph Recognize the economic characteristics of places Identify the kinds of work that people do in a community Understand why people work Compare and contrast work for pay and volunteer work Use a KWL chart to set up a purpose and prepare for reading Understand contributions made 	<p>Goods and services, read a picture graph, points of view, jobs people do, preview and question, Cesar Chavez, Citizenship: helping others, buyers and sellers, make a choice when buying, working in a factory, use a bar graph</p>	<p>Recall, retell, goods, services, money, picture graph, job, business, volunteer, market, trade, save, scarce, wants, factory, bar graph</p>	<p>Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Dibbles Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages</p> <p>Unit 6 test (final): week of June 2</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>		<p>“A Child’s View”</p> <p>“One Afternoon”</p> <p>“You’re in Busniess!”</p> <p>Leveled readers</p>

	<p>by Cesar Chavez in working to get fair treatment for farmworkers</p> <ul style="list-style-type: none"> ● Understand why volunteering can help people in the community ● Understand ways people trade money for goods and services ● Recognize the purpose of saving and ways to save money ● Identify examples of markets children experience in their every day lives ● Discuss the meaning and consequences of scarcity ● Identify the choices people make when buying goods and services ● Explore places where economic activity happens ● Trace the sequence in a manufacturing process ● Determine the resources needed to produce a good 			<p>Writing: Spelling Quizzes Lesson Tests Teacher created assessments Teacher Observations Rubrics Center based checklist Writing Portfolio Benchmarks Quizzes Projects</p>	<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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	<ul style="list-style-type: none">• Explain what can be learned from a bar graph• Create a bar graph				<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u> Text Types and Purposes: 1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>		
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					<p>support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <ol style="list-style-type: none">1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of	
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					<p>reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how</p>	
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