

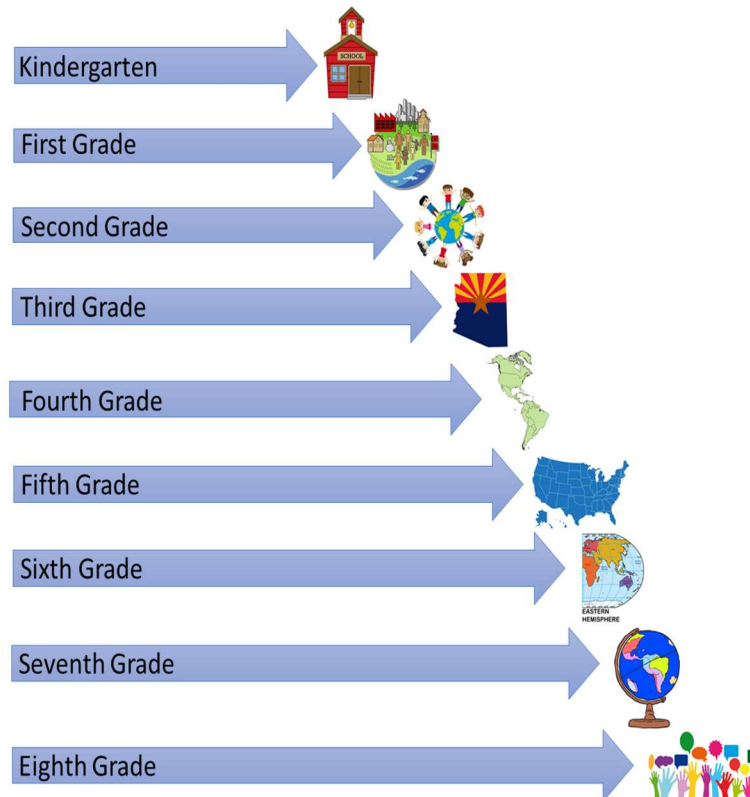


## Communities: Living and Working Together

Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

### Grade-level Content Focus:

- Understanding perspectives of others
- School and community functions of government
- Earning, spending, and saving money
- Using geographic models
- Effects of human movement
- Cooperation and compromise
- American symbols and traditions



### The Six Elements of the Inquiry Arc

- 1) Developing Compelling Questions
- 2) Constructing Supporting Questions
- 3) Gathering and Evaluating Sources
- 4) Developing Claims
- 5) Communicating Conclusions
- 6) Taking Informed Action



**Year-Long Standards Overview**

<b>Year-Long Standards</b>			
<p>1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.</p> <ul style="list-style-type: none"> <li>Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues.</li> </ul> <p>1.H1.1 Explain how ideas and innovation can contribute to community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p> <ul style="list-style-type: none"> <li>Key examples include but are not limited to farming by irrigation, architecture, writing, and inventions as they support content focus.</li> </ul> <p>1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country. <i>Align with calendared holidays.</i></p> <ul style="list-style-type: none"> <li>Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capital, and Arizona state symbols.</li> <li>Holidays include by are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, President Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day.</li> <li>Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders.</li> </ul> <p>1.H4.2 Draw upon fictional stories, biographies, and nonfiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.</p>			
<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b><u>Civics &amp; Community</u></b>	<b><u>Money in my Community</u></b>	<b><u>Mapping my Community</u></b>	<b><u>Investigating my Community</u></b>
1.C1.1	1.E1.1	1.G1.1	1.SP1.1
1.C1.2	1.E1.2	1.G1.2	1.SP1.2
1.C1.3	1.E2.1	1.G2.1	1.SP1.3
1.C3.1	1.E2.2	1.G3.1	1.SP2.1
1.C3.2	1.E3.1	1.G3.2	1.SP3.1
	1.E3.2		1.SP3.2
	1.E3.3		1.SP3.3
	1.H2.1		1.SP3.4
			1.SP3.5

Unit #/ Title	Standard	GESD Context Application of Standards	Key Vocabulary	Activities/Strategies Learning Diary/Reflection
<b>Quarter 1</b>				
<p>Civics &amp; Community</p>	<p><b>Civic virtues and democratic principles are key components of the American political system.</b>                      1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.                      1.C1.2 Follow agreed upon rules for discussions when responding to other and making decisions including consensus building procedures.                      1.C1.3 Compare one’s own thoughts and opinions with others’ perspectives.</p> <p><b>An understanding of civic and political institutions in society and the principles these institution are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</b>                      1.C3.1 Explain the importance of rules and laws in our community.</p> <ul style="list-style-type: none"> <li>• Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority.</li> </ul> <p>1.C3.2 Explain the role and function of local governments.</p> <ul style="list-style-type: none"> <li>• Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community.</li> <li>• Key concepts include but are limited to type of government and its leaders including the current Governor and President and Vice President of the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell how I can be respectful, equal, and fair in school and community.</li> <li>• I can agree upon classroom decisions.</li> <li>• I can follow rules of working in a group.</li> <li>• I can compare my thoughts and opinions with others’.</li> <li>• I can explain why rules and laws are important in our community.</li> <li>• I can explain the role and function of local government.</li> </ul>	<p>respect                      responsibility                      equality                      fairness                      community                      consensus                      procedures                      decision                      thoughts                      opinions                      perspectives                      rules                      laws                      role                      function                      local                      governments                      law                      conflict                      manage                      protect                      community                      governor                      Vice President                      President</p>	<p>Suggested Resources:                      ADE Resources: <a href="http://bit.ly/2VpxZU7">http://bit.ly/2VpxZU7</a></p>

Unit #/ Title	Standard	GESD Context Application of Standards	Key Vocabulary	Activities/Strategies Learning Diary/Reflection
<b>Quarter 2</b>				
<p>Money in my Community</p>	<p><b>A financially literate individual understands to manage income, spending, and investment.</b>                      1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.                      1.E1.2 Describe reasons to save or spend money.</p> <p><b>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</b>                      1.E2.1 Explain how needs, wants, availability of resources affect decision making.                      1.E2.2 Identify the benefits and cost of making various personal decisions.</p> <p><b>Individuals and institutions are interdependent within market systems.</b>                      1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.                      1.E3.2 Explain how people in our community earn income.                      1.E3.3 Explain how people can be producers and consumers in our community.                      1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.</p>	<ul style="list-style-type: none"> <li>• I can identify occupations in our community.</li> <li>• I can identify skills and education needed for occupations in our community.</li> <li>• I can tell why it is important to save and spend money.</li> <li>• I can tell how needs and wants affect decision making.</li> <li>• I can tell how the availability of resources affect decision making.</li> <li>• I can identify the benefits and cost of making various personal decisions.</li> <li>• I can describe the skills, knowledge and sequence of events that are needed to produce goods in our community.</li> <li>• I can describe the skills, knowledge and sequence of events that are needed to produce services in our community.</li> <li>• I can explain how people in our community earn income.</li> <li>• I can explain how people can be producers and consumers in our community.</li> <li>• I can tell resolve conflicts.</li> <li>• I can learn from past conflicts to help solve problems today.</li> </ul>	<p>occupations                      skills                      education                      save                      spend                      money                      needs                      wants                      resources                      availability                      decision making                      benefits                      cost                      skills                      knowledge                      sequence                      goods                      services                      income                      earn                      producers                      consumers                      benefits                      cooperation</p>	<p>ReadyGEN Unit 3                      Finance Resource: <a href="http://bit.ly/2G1DkM6">http://bit.ly/2G1DkM6</a></p>

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<b>Quarter 3</b>				
Mapping my Community	<p><b>The use of geographic representations and tools helps individuals understand their world.</b>                      1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).</li> </ul> <p>1.G1.2 Use a grid to locate a place.</p> <p><b>Human-environment interactions are essential aspects of human life in all societies.</b>                      1.G2.1 Compare how human activities affect culture and the environment now and in the past.</p> <ul style="list-style-type: none"> <li>Such as agriculture, industrialization, urbanization, and human migration.</li> </ul> <p><b>Examining human population and movement helps individuals understand past, present, and future conditions on earth’s surface.</b>                      1.G3.1 Explain why and how people, goods, and ideas move from place to place.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.</li> </ul> <p>1.G3.2 Compare places past and present as it relates to content focus.</p>	<ul style="list-style-type: none"> <li>I can use, explore and construct maps and graphs.</li> <li>I can use a grid to locate a place.</li> <li>I can compare how human activities affect culture and the environment now and in the past.</li> <li>I can tell why and how people, goods and ideas move from place to place.</li> <li>I can compare places past and present.</li> </ul>	construct maps graphs rivers lakes mountains landforms desert dams cities parks hospitals railroad tracks hospitals farms factories grid locate culture environment now past goods Ideas transportation immigration education technology natural resources places past present	Suggest Resources: Map Skills: <a href="http://bit.ly/2D1urQC">http://bit.ly/2D1urQC</a> Online Mapping: <a href="https://to.pbs.org/2l2hhan">https://to.pbs.org/2l2hhan</a>

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<b>Quarter 4</b>				
Investigating my Community	<p><b>Chronological reasoning requires understanding process of change and continuity over time, which means assessing similarities and difference between historical periods and between the past and present.</b>                      1.SP1.1 Place important life events in chronological order on a timeline.                      1.SP1.2 Understand how events of the past affect students’ lives and communities.                      1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p><b>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</b>                      1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as function and non-fiction.</p> <p><b>Historians and Social Scientists gather, interpret, and use evidence to develop and answer historical, economic, geographical, and political questions and communicate their conclusions.</b>                      1.SP3.1 Generate questions about issues in your community past and present.                      1.SP3.2 With support, identify evidence drawn from multiple sources to answer questions about issues in your community.                      1.SP3.3 With support, construct and communicate solutions to issues in your community.                      1.SP3.4 Take group or individual action to help address community issues.                      1.SP3.5 Ask and answer questions about explanations given.</p>	<ul style="list-style-type: none"> <li>• I can place important life events in chronological order on a timeline.</li> <li>• I can understand how events of the past affect my life and community.</li> <li>• I can ask questions about people and groups who have shaped a significant historical change.</li> <li>• I can compare different cultures.</li> <li>• I can ask questions about issues in my community from the past and present.</li> <li>• I can use resources to answer questions about issues in my community.</li> <li>• I can come up with and communicate solutions to issues in my community.</li> <li>• I can take action to help address community issues.</li> <li>• I can ask and answer questions about the explanations given.</li> </ul>	chronological timeline events past historical change diverse cultures primary sources secondary sources fiction non-fiction issues resources communicate solutions action issues community explanations	