

## UNIT 1

<b>Course:</b> Language Arts/Social Sciences/SEL		<b>Grade Level:</b> 1st Grade
<b>Unit Title:</b> What is a Community?		<b>Length of Unit:</b> Approximately 5 weeks
<p><b>Unit Summary:</b> In this unit, students will address the concepts of government and geography through the lens of community. Students will examine what a community is, how people within communities live and work together, how communities change over time, and the role of individuals (citizens) within a community. Students will read a variety of texts that feature different types of communities. Students will draw on a variety of reading strategies to aid them in comprehension (e.g., using illustrations, asking and answering questions about key details in a text, etc.). Through retellings of text, students will demonstrate an understanding of a text's central idea or theme as well as their deepening understanding of community and the different ways in which all people play an important role in the communities to which they belong. Students will explore the elements of a narrative writing (e.g., details, temporal words, recounting two or more sequenced events). Students will engage in ongoing discussions with their peers on topics related to community.</p> <p>Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to (1) identify strategies for calming themselves when they are experiencing strong feelings, (2) exploring different strategies for managing their feelings and behavior, and (3) identifying both positive and negative choices in the classroom.</p>		
<b>Stage 1- Desired Results</b>		
<b>STANDARDS</b>  <b>Priority:</b> <b>Social Sciences:</b> SS.CV.1.1: Explain how all people, not just official leaders play an important role in a community.  <b>Language Arts:</b> RL/RI.1.1: Ask and answer questions about key details in a text.  RL.1.2: Retell stories, including key details, and demonstrate understanding of their central	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>  <b>TG1: Demonstrate an understanding of the importance of individuals' roles within a community as well as the rules and responsibilities necessary to ensure everyone within a community lives and works together safely and effectively.</b>  <b>TG2: Use questioning skills to comprehend and retell texts.</b>  <b>TG3: Communicate (writing, drawing, speaking) a well-sequenced and detailed narrative about two or more events.</b>	
	<b>Meaning</b>	

<p>message or lesson.</p> <p><b>RI.1.2:</b> Identify the main topic and retell key details of a text.</p> <p><b>W.1.3:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>SEL</b></p> <p><b>Goal 1:</b> Develop self-awareness and self-management skills to achieve school and life success.</p> <p><b>Goal 2:</b> Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p><b>Goal 3:</b> Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p><b>Supporting:</b> Social Sciences: SS.IS.6.K-2: Use listening, consensus, and voting procedures to decide on and take action in the classroom.</p> <p>SS.G.1.1: Construct and interpret maps and other representations to navigate a familiar place.</p>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>EU1:</b> A community is made of individuals who live in the same place or who share a common purpose; each individual within a community has a role and responsibility.</p> <p><b>EU2:</b> People create rules to keep each other safe, to keep things orderly or organized, and to make sure everyone is treated fairly.</p> <p><b>EU3:</b> Authors include key details in their writing which can help a reader ask and answer questions; good readers know a question is different from a statement and requires an answer.</p> <p><b>EU4:</b> Effective writers use personal experiences to create meaningful texts; writing is a process.</p> <p><b>EU5:</b> When we are aware of our feelings, we are able to identify the appropriate strategies necessary for making positive choices.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What is a community?</p> <p><b>EQ2:</b> Why do we need rules?</p> <p><b>EQ3:</b> How can questioning help me as a reader? <i>How can answering questions help me when I am reading? How do readers make meaning of text?</i></p> <p><b>EQ4:</b> How do people strengthen their writing? <i>How do I organize my narrative writing so it's easy for the reader to follow?</i></p> <p><b>EQ5:</b> Why should I pay attention to my feelings? <i>How can this help me in my relationships with others?</i></p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Social Sciences</b> <b>K2:</b> The different roles and responsibilities</p>	<p><a href="#">Year-Long English/Spanish "I Can" Statements</a> <i>Students will be skilled at...</i></p> <p><b>Social Sciences</b> <b>S1:</b> I can explain different members' roles</p>

<p>Language Arts: RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.7: Use illustrations and details in a text to describe its key ideas.</p>	<p>within a community (e.g., school, family, local, state, etc.)</p> <p><b>Language Arts/Digital Literacy</b> <b>K3:</b> Reading strategies (effective questioning)</p> <p><b>K4:</b> The elements of narrative writing.</p> <p><b>K5:</b> The writing process.</p> <p><b>K6:</b> How to be a responsible digital citizen.</p> <p><b>SEL</b> <b>K7:</b> Strategies for managing feelings and behavior.</p>	<p>and responsibilities within a community.</p> <p><b>S2:</b> I can identify a rule and its purpose.</p> <p><b>S3:</b> I can construct and interpret maps and other representations to navigate a familiar place.</p> <p><b>Language Arts/Digital Literacy</b> <b>S4:</b> I can ask and answer questions about key details in a text. (RL/RI.1)</p> <p><b>S5:</b> I can retell stories and show my understanding of the central message. (RL.2)</p> <p><b>S6:</b> I can find the main topic of what I read.</p> <ul style="list-style-type: none"><li>• I can retell important details of a text. (RI.2)</li></ul> <p><b>S7:</b> I can use writing and drawings to convey a story (narrative). (W.3)</p> <ul style="list-style-type: none"><li>• I can recount two or more appropriately sequenced events.</li><li>• I can include details to show what happened.</li><li>• I can use temporal words to signal event order.</li><li>• I can provide some sense of closure to my story.</li></ul> <p><b>S8:</b> I can use the pictures and details in a story to talk about the characters, settings, or events. (RL.7)</p>
--	--	--

		<p><b>S9:</b> I can use the images and details in a text to talk about the key ideas. (RI.7)</p> <p><b>S10:</b> I can select books to read for a variety of purposes.</p> <p><b>S11:</b> I can actively listen for understanding.</p> <p><b>S12:</b> I can participate in collaborative conversations to promote self-inquiry.</p> <ul style="list-style-type: none"><li>• I can follow agreed-upon rules for discussions.</li><li>• I can build on others' ideas when responding.</li><li>• I can ask questions when I need to better understand something.</li></ul> <p><b>S13:</b> I can work with my classmates to make decisions and take action in my classroom community.</p> <p><b>S14:</b> I can speak and write in complete sentences when appropriate to a task or situation.</p> <p><b>S15:</b> I can use an appropriate search engine tool for a specific purpose. (Info/Dig Lit Goal 1)</p> <p><b>S16:</b> I can practice identifying personal and public information and when it is appropriate to share information with guidance. (Info/Dig Lit Goal 1)</p>
--	--	--

		<p><b>S17:</b> I can use the library catalog, with assistance, to find materials. (Info/Dig Lit Goal 2)</p> <p><b>SEL</b></p> <p><b>S18:</b> With prompting and support, I can recognize strong feelings and identify ways to calm myself.</p> <p><b>S19:</b> With prompting and support, I can explore different strategies to manage my feelings and behavior.</p>