Theme: Living and Working Together in Local Communities

Inquiry Topic 1: Communities as Places

Compelling Question: What is community?

Vision of the Graduate Focus: Curiosity, Growth Mindset, Personal Academic Growth

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS1.1.1: Understanding Community **SS1.1.2**: Reading maps and understanding directions **SS1.1.3**: Physical features of the community **SS1.1.4**: Natural Resources in the community	- What is a community? - What makes a community a community? - What are important places in our community? - How do we read maps and give directions? - What natural resources are in our community?	- Community walks and mapping - Address practice activities - Map skills with compass rose - Natural resource identification -Neighborhood observation journals	**Formative**: Daily observations, map skills practice **Interim**: Community maps, address identification **Summative**: DBQ, community analysis project	•Communities are made up of people, places, and resources • Maps help us locate places and give directions • Everyone belongs to multiple communities • Natural resources can be changed by humans and contribute to jobs	• Local community maps •Neighborhood walk journals and observation sheets • Natural resource sorting activities and local examples • Address practice worksheets and family address collection • Community helper books and picture cards

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Inquiry Topic 2: People in the Community

Compelling Question: Who lives around me?

Vision of the Graduate Focus: Kindness and Empathy, Teamwork and Respect, Curiosity

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS1.2.1: Culture and diversity in the community **SS1.2.2**: How communities change	- What is culture and diversity? - What cultures are represented in our community? - How do people show pride in their cultures? - How do communities change over time? - What causes people to move to or from communities?	- Cultural tradition sharing circles - Migration story interviews - Community change timeline activities - Cultural celebration research - Family heritage projects	**Formative**: Culture comparison charts, discussion circles **Interim**: Heritage presentations, migration stories **Summative**: DBQ, cultural diversity project	•Communities include people from many different cultures and backgrounds • Indigenous communities have important histories and contributions • Migration changes communities by bringing new people, skills, and tradition • People show pride and belonging through cultural celebrations and traditions	• Books featuring diverse cultural traditions and celebrations • Maps showing Indigenous communities • Immigration and migration story books • Cultural artifact examples and photos • Community change before/after photo • Interview templates for family heritage stories

__Compelling Question__: How do people get what they want and need?

__Vision of the Graduate Focus__: Accountability, Growth Mindset, Personal Academic Growth

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS1.3.1: Goods and services in the community **SS1.3.2**: Jobs and careers **SS1.3.3**: How money works	- What goods and services are available in our community? - Why do people have jobs? - How do different jobs contribute to our community? - What is money and why do we need it?	- Community business mapping - Job and career exploration - Goods vs. services sorting - Money math activities - Scarcity and choice scenarios	**Formative**: Job role-play, goods/services sorting **Interim**: Community business projects, career interviews **Summative**: DBQ, economic choices project	•Communities provide goods and services to meet people's needs • Different jobs and careers contribute to the community in different ways • Money is used to buy goods and services	• Community business and service provider maps • Job and career exploration books and videos • Play money and store setup materials • Goods vs. services sorting activities • Community helper interview templates • Economic choice scenario cards

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Inquiry Topic 4: Governing in the Community

__Compelling Question__: Why do we have rules and laws?

__Vision of the Graduate Focus__: Accountability, Teamwork and Respect, Kindness and Empathy

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS1.4.1: Community citizenship **SS1.4.2**: Community leaders **SS1.4.3**: Rules and responsibilities **SS1.4.4**: Resolving problems **SS1.4.5**: Creating positive social change	- What does it mean to be a good citizen? - Who are our community leaders? - Why do we have different rules in different places? - How do we solve problems peacefully? - How can we make positive changes in our community?	- Citizenship service projects - Community leader interviews - Rule comparison activities - Conflict resolution role-play - Social change research	**Formative**: Rule discussions, citizenship reflections **Interim**: Leader interviews, service projects **Summative**: DBQ, citizenship action project	• Citizens have both rights and responsibilities • Community leaders help make decisions and solve problems • Rules help people live and work together peacefully • People can work together to create positive change • Different settings have different rules and expectations	• Community leader contact information and interview guides • Rule comparison charts for home, school, and community • Conflict resolution scenario cards and role-play materials • Books about community leaders and social change makers