



**DERBY
PUBLIC SCHOOLS**

Social Studies Grade 1

Derby's Instructional Core Beliefs

Derby Public Schools believes curriculum outlines what students will know and be able to do as a result of their experiences in Our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with “how” can be more effective for student learning. They engage is

- *Curriculum establishes what learners will know and be able to do through assured experiences.*
- *The curriculum is built on a series of learning progressions.*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*


Derby's Vision of HQI

[Derby's Portrait of the Graduate](#)

References



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Content Area: Social Studies	Course: SS Grade 1	Grade Level: First
	Vision of the Graduate <ul style="list-style-type: none"> • The Citizen • The Critical Thinker • The Communicator • The Problem Solver • The Collaborator 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • The Relationship between Family, School, and Community 	<ul style="list-style-type: none"> • 6-8 weeks 	
<ul style="list-style-type: none"> • Citizenship in Our Community 	<ul style="list-style-type: none"> • 6-8 weeks 	
<ul style="list-style-type: none"> • Our Needs as a Community 	<ul style="list-style-type: none"> • 6-8 weeks 	
<ul style="list-style-type: none"> • Geography and Maps 	<ul style="list-style-type: none"> • 6-8 weeks 	



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Course Level Overview

The Grade One Social Studies is the start of the study of our city. Grade One focuses on local history followed by the study of being a member of society and mapping places around us. Students learn about important people and places in our community.

Students will engage deeply in the study of our world in four main units:

- The Relationship between Family, School, and Community
- Citizenship in Our Community
- The Needs of Our Community
- Geography and Maps

Unit Title	The Relationship between Family, School, and Community	Length of Unit	6-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why were my communities formed? • How have communities changed? 		
Standards*	<p>Developing Questions and Planning Inquiry INQ K-2.1, INQ K-2.2, INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action IINQ K-2 2.11, NQ K-2.16</p> <p>Applying Disciplinary Concepts and Tools GEO 1.1, HIST 1.1, HIST 1.3, HIST 1.8, CIV, 1.2, CIV 1.4</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Types of Communities • Comparing Communities • How Communities Change • How People Change Over Time 		
Key Vocabulary	community, connections, rural, suburban, urban, time, past, present, belief,		

*Standards based on Connecticut Elementary and Secondary Social Studies Frameworks

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	The Relationship between Family, School, and Community	Length of Unit	6-8 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • types of communities (rural, suburban and urban) • that communities change over time (past and present) • people's beliefs change overtime (topic examples recycling; technology; education; political) 	<ul style="list-style-type: none"> • identify their community and explain its type • comparing our community's past to our community's present within our communities (ex. evolution from native American communities to modern communities) • communicate personal beliefs about a topic and consider different perspectives about the topic

Assessments:	<ul style="list-style-type: none"> • Year-long Social Studies Journal Reflection and Self Assessment
Teacher Resources:	Writing mini-unit on opinions, Local organizations (Historical Society; Institute for Native American Studies;) Library Resources and Databases

Unit Title	Citizenship in Our Community	Length of Unit	6-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What makes a community successful? • What important roles and responsibilities are in my community? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.2, INQ K-2.3</p> <p>Evaluating Sources and Using Evidence INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.10</p> <p>Applying Disciplinary Concepts and Tools CIV 1.1, CIV 1.2, CIV 1.3, CIV 1.5,</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • How Communities Need and Make Rules • Successful Communities • Solving Problems 		
Key Vocabulary	civic, values, successful, citizenship, cooperation, problems-steps		

Unit Title	Citizenship in Our Community	Length of Unit	6-8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • why rules might change • what makes a community successful • why civic values are important • names of different leaders (mayor, governor, president, etc.) 	<ul style="list-style-type: none"> • explain the need and purpose of rules inside and outside of the classroom • explain how all people play an important role in our community (judge, mayor, governor, community workers, community members) • resolve conflicts inside and outside of the school community by using “problem-solving steps” (refer toe SEL lessons) and demonstrating civic values (honesty, mutual respect, cooperation, equality) example- safe, responsible, respectful and prepared

Assessments:	• Year-long Social Studies Journal Reflection- “Self Assessment of Learning” task
Teacher Resources:	School pledge , Library Resources and Databases Derby Historical Society

Unit Title	Our Needs as a Community	Length of Unit	6-8 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do needs and wants affect how we live? • How do people earn a living within a community?
Standards	Developing Questions and Planning Inquiry INQ K-2.1, INQ K-2.3 Evaluating Sources and Using Evidence INQ K-2.6 Communicating Conclusions and Taking Informed Action INQ K-2.14 Applying Disciplinary Concepts and Tools ECO 1.1, ECO 1.2, ECO 1.3, ECO 1.4
Unit Strands & Concepts	<ul style="list-style-type: none"> • Needs versus wants • Money in a community • Making a Living Over Time
Key Vocabulary	want, need, affect, living, money, jobs, caring, support, community, services, career

Unit Title	Our Needs as a Community	Length of Unit	6-8 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the difference between a “want and a need” why is money important how do various jobs affect our community 	<ul style="list-style-type: none"> identity what they need to survive verses want they want to have to survive explain how money affects our decision making tied into want vs. need (ex. classroom fundraiser to support classroom needs/wants or community needs) compare how people earned a living today and how people earned a living in the past (ex. students/class create timeline to show how jobs changed overtime)

Assessments:	<ul style="list-style-type: none"> Year-long Social Studies Journal: Self Reflection Multimedia Project (using digital images or illustrations classifying needs and wants)
Teacher Resources:	Local organizations (Historical Society; Institute for Native American Studies; Indian Rock Nature Preserve ; Mashantucket Pequot Museum), Library Resources and Databases

Unit Title	Geography and Maps	Length of Unit	
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What do maps tell us about the communities we belong to? • Why do we watch the weather? 		
Standards	Developing Questions and Planning Inquiry INQ K-2.3, INQ K-2.5 Evaluating Sources and Using Evidence INQ K-2.6 Communicating Conclusions and Taking Informed Action INQ K-2.17 Applying Disciplinary Concepts and Tools GEO 1.1, GEO 1.2, GEO 1.3, GEO 1.4		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Maps Are Helpful • How Weather Affects our Community 		
Key Vocabulary	map, map key, symbols, man-made features, natural features, weather, environment		

Unit Title	Geography and Maps	Length of Unit	
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • various ways to use maps to explore our community • map features and how they communicate environmental characteristics of our community • the difference between man-made features compared to natural features • how weather climate affects different communities 	<ul style="list-style-type: none"> • construct a map with map features (key and symbols) of our community (ex. make a map of familiar places) including man-made and natural features • explain how and why maps are helpful • compare and contrast how climate affects how different communities live (ex. food, clothing, jobs, money)

Assessments:	<ul style="list-style-type: none"> • Year-long Social Studies Journal Reflection- “Draw and write about something you learned in this social studies unit” • Map Assessment • Students will be able to identify if places in our community are man-made or naturally made and explain how they know
Teacher Resources:	Library Resources and Databases Derby Public Library