

# FIRST GRADE: COMMUNITIES: LIVING AND WORKING TOGETHER

Students will be able to...  
(Disciplinary Skills and Process Standards)

- Create a timeline of important life events
- Understand cause and effect
- Ask questions about historical individuals and groups
- Compare diverse cultures
- Use primary sources
- Identify problems in your community past and present
- Collect evidence from multiple sources
- Answer questions about problems using evidence
- Construct and communicate solutions to problems
- Take group or individual action to help solve community problems
- Use evidence to support you answer

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

## **Grade Level Compelling Question**

How do people in a community work together to make it a better place?

## **Priority Standards**

- 1.G2.1** Compare how human activities affect culture and the environment now and in the past.
- 1.G3.2** Compare places past and present as it relates to content focus.
- 1.G3.1** Explain why and how people, goods, and ideas move from place to place.
- 1.E2.1** Explain how needs, wants, and availability of resources affect decision making.
- 1.C3.3** Explain how community groups work to accomplish common tasks and fulfill responsibilities.
- 1.H1.1** Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).
- 1.C1.1** Apply values of respect, responsibility, equality, and fairness as a member of a community.

Students must learn...  
(Essential Content Knowledge Standards)

- Understanding Perspectives of Others
- Functions of Government: School and Community
- Financial Literacy: Earning, Spending, and Saving Money
- Geography Skills
- Effects of Human Movement\*
- Compromise and Conflict Resolution
- Origins and Importance of American Symbols and Traditions

## **ACADEMIC VOCABULARY**

author, cause, choice, chronological, compare, contrast, effect, evidence, fact, graph, map, opinion, paragraph, passage, primary source, secondary source, solution

## **CONTENT SPECIFIC VOCABULARY**

agriculture, choice, citizen, community, compromise, conflict, consumer, culture, earn, equality, fairness, goods, government, holiday, income, invention, key/legend, monument, needs/wants, occupation, perspective, physical and human characteristics, place, president, producer, resolution, resources, respect, responsibility, route, rural, save, services, spend, suburban, symbol, tradition, urban

# FIRST GRADE: COMMUNITIES: LIVING AND WORKING TOGETHER

## Skills and Instructional Strategies:

Create a timeline of important life events

- Creating Timelines

Understand cause and effect

- I Used to Think...Now I Think...

Ask questions about historical individuals and groups

- Seek to See

Compare diverse cultures

- Same, Different, Connect, Engage

Use primary sources

- See, Think, Me, We

Identify problems in your community past and present

- Analyze a Written Document

Collect evidence from multiple sources

- Text Evidence Supports

Answer questions about problems using evidence

- The Explanation Game Thinking Routine

Construct and communicate solutions to problems

- Imagine If (for younger children)... Thinking Routine

Take group or individual action to help solve community problems

- Take a Stand

Use evidence to support your answer

- Claim, Support, Question

## ***Social Studies and ELA Connections***

Create a timeline of sequenced events; include details regarding what happened and use words to signal chronological order (1.W.3, 1.SP1.1)

Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details. (1.RI.3, 1.SP1.2)

Ask and answer questions such as who, what, where, why, when, and how about key details in a text. (1.RI.1, 1.SP1.3, 1.SP3.1, 1.SP3.5)

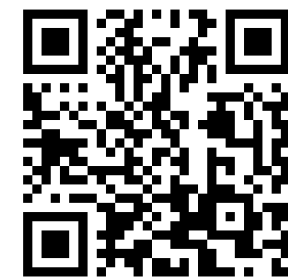
Use the illustrations and details in a text to describe its key ideas (ex. cultures) (1.RI.7, 1.RL.7, 1.SP2.1)

Write informative/explanatory texts to construct and communicate solutions to problems in your community, supply facts about the topic, and provide a conclusion. (1.W.2, 1.SP3.3)

## Essential Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL! Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.431/0>