

Grade Level: One	Unit: 1
Topic/Content: All About Me!!	Time Frame:

Essential Questions:
What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?
What is unique about me? Getting to know others and letting them know about me! What is a family? How are families alike and how are families different? What makes a family special?

Skills and Understandings: what should students know and be able to do?
The “Important Understandings” and “Important Skills” you want to leave with your students:
<ul style="list-style-type: none"> Identifying unique characteristics about self. The children should be able to verbally identify at least three unique characteristics about themselves. The children should also be able to identify characteristics about themselves that are special to them. Getting to know others and identifying likenesses and differences. Making new friends. Identify events in our lives. History - Place events in students' own lives in chronological order. The children should be able to recognize the differences that each child has and the similarities that each child has. Play games that help students identify their own likenesses and differences. Awareness of celebrations and customs held by classmates and their families. Awareness of Americans having different religious, community, and family celebrations and customs. History- Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. Open-Ended response describing "What is a Family?" Completion of a project that identifies the characteristics important to the child.

Instructional Strategies – to further content understanding, interpretation, application, and perception.
<ul style="list-style-type: none"> The child will complete a poster that shows all the characteristics that are important to him/her. <i>We are all Alike/We are all Different</i> book. Special Note: This book is not available for purchase, therefore another book of comparable content will need to be used. Using glyphs to identify the uniqueness of each child and demonstrates the differences. The children would participate in a family project to create a simple timeline about the major events in their lives. For example: birth, first walking, sibling births, starting school, and riding a bike. Each child shares something about family customs and celebrations in his/her own family. Literature responses and family drawings. Creating a family book of their own.

Writing Prompts – to develop writing skills, enhance understanding, and maintain consistent approach to writing

Assessment: what evidence will show that the students understand the Essential Questions?
Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.
Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.

Resources	Materials	Experts/Colleagues
<ul style="list-style-type: none"> Integrating the Open Circle curriculum. Using units that help the child feel special and unique. Using the supplementary materials and games that focus on the children becoming part of the First Grade community. 	Trade books: <ul style="list-style-type: none"> <i>What is a Family?</i> <i>Families are Alike and Different</i> <i>Brothers and Sisters</i> <i>Twins, Twins, Twins</i> and others. 	Family members will help the child with actual dates and photographs/drawings. The classroom activities will include an actual timeline of events from a timeline template.

Technology Options

Framework Standard:
Learning Standards 1.9, Concept/Skill #2

Grade Level: One	Unit: 2
Topic/Content: Rules	Time Frame:

Essential Questions:
What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?
What are rules? Why do we have rules? What rules should we follow?

Skills and Understandings: what should students know and be able to do?
The “Important Understandings” and “Important Skills” you want to leave with your students:
<ul style="list-style-type: none"> • Explanation of the importance of rules. • Civics and Government: Being able to use words and understand these words: <i>politeness, achievement, courage, honesty, reliability</i>. • Understanding of classroom rules. The children as a class will formulate the classroom rules. Explanation of each rule is discussed and reviewed. The children will be able to recite and understand what each classroom rule represents. • Explanation of school rules. Discussion of being a good citizen in the school community. • The children as a class will review the school rules. Explanation of each rule is discussed and reviewed. The children will be able to understand what each school rule represents. • The children will be able to link the vocabulary words (<i>politeness, achievement, courage, honesty, reliability</i>) to the school community and understand how to become a good citizen.

Instructional Strategies – to further content understanding, interpretation, application, and perception
<ul style="list-style-type: none"> • Doing role plays and reader's theater to "act out" the meaning of these terms. • Each member of the classroom will sign a promise to follow the classroom rules in order to be a productive classroom community. • Role-playing different scenarios to aide in the understanding of school rules and being a good citizen.

Writing Prompts – to develop writing skills, enhance understanding, and maintain consistent approach to writing

Assessment: what evidence will show that the students understand the Essential Questions?
Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.
Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.
<ul style="list-style-type: none"> • Open ended assessment asking children to identify with pictures and/or words some rules that they need to follow in the classroom, in school and at home. • Teacher observations of understanding of rules. • Quiz to check for understanding of rules.

Resources	Materials	Experts/Colleagues
<ul style="list-style-type: none"> Using Open Circle supplementary lessons on rules to reinforce the school rules. 	<ul style="list-style-type: none"> Classroom book set titled <i>Citizenship</i>. Using books from the suggested reading list in the Open Circle lesson on rules. 	

Technology Options

Framework Standard:
Concept and Skill #8

Grade Level: One	Unit: 3
Topic/Content: Legends and Folktales	Time Frame:

Essential Questions:
What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?
What are folktales and legends? What are the qualities of the characters?

Skills and Understandings: what should students know and be able to do?
The “Important Understandings” and “Important Skills” you want to leave with your students:
<ul style="list-style-type: none"> • Johnny Appleseed - Describe Johnny Appleseed and the qualities of his character. • Using words and/or pictures to describe the qualities of Johnny Appleseed. • Choosing at least three folktales, legends or stories from America and from around the world to identify a main character and his/her qualities. For example: Paul Bunyan, Davy Crockett, John Henry, Annie Oakley, Anansi, Issun Boshi, Knee-High Man, Lon Po Po, and Medioa Pollito. • Being able to retell the story and also using words and/or pictures to describe the qualities of the main character in the story.

Instructional Strategies – to further content understanding, interpretation, application, and perception
<ul style="list-style-type: none"> • Educational Video on Johnny Appleseed

Writing Prompts – to develop writing skills, enhance understanding, and maintain consistent approach to writing

Assessment: what evidence will show that the students understand the Essential Questions?
Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.
Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.
Written and/or pictorial responses, oral retellings and teacher observations.

Resources	Materials	Experts/Colleagues
<ul style="list-style-type: none"> • <i>Then & Now</i> classroom book set. • Johnny Appleseed book. • Trade books used depending on character chosen. 	<ul style="list-style-type: none"> • Educational Video on Johnny Appleseed. 	

Technology Options

Framework Standard:
Learning Standard #1.7

Grade Level: One	Unit: 4
Topic/Content: Farms/Community Helpers	Time Frame:

Essential Questions:
What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?
What do the people in our community do for us?

Skills and Understandings: what should students know and be able to do?
The “Important Understandings” and “Important Skills” you want to leave with your students:
<ul style="list-style-type: none"> • Farm goods bought and used, produced on a farm. • Economics - examples of products people buy and use. • Farm workers and other community helpers including police officers, firefighters, doctors, nurses, mail carriers, veterinarians, dentists, plumbers, construction workers and teachers. Pick at least four community helpers. • Economics - Examples of services that people do for each other. • Life on a farm and goods purchased on a farm. • Economics - Examples of the choices people have to make about the goods and services they buy and why they have to make choices.

Instructional Strategies – to further content understanding, interpretation, application, and perception
<ul style="list-style-type: none"> • Create a classroom book highlighting farm products bought, used and produced on a farm. Visiting a local farm. • Tie into Fire Safety week. • Educational video about life on the farm. • Do role playing to give examples of various goods and services from a farm. Educational video - <i>How our Economy Works-All about Earning and Spending Money. Everybody needs Food.</i>

Writing Prompts – to develop writing skills, enhance understanding, and maintain consistent approach to writing

Assessment: what evidence will show that the students understand the Essential Questions?
Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.
Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.
Quizzes written responses/pictures/oral responses along with teacher observations.

Resources	Materials	Experts/Colleagues
<ul style="list-style-type: none"> • <i>Our Economy</i> book series. • Several trade books highlighting the actual products bought and sold on a farm. 		<ul style="list-style-type: none"> • Visit from Scituate Fire Department. • Visit from Officer Wood. • Individual mini-books about each of the community helpers. • Follow-up booklet for children to respond to teacher chosen community helpers and what they do in the community.

Technology Options

Framework Standard:
Concept and Skill #9, #10 and #11.

Grade Level: One	Unit: 5
Topic/Content: Religious, National and Massachusetts Holidays and National Symbols	Time Frame:

Essential Questions:
What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?
<p>What is the significance of celebrating each holiday? What are some religious holidays that others celebrate? What are our national symbols and why are they important to Americans?</p>

Skills and Understandings: what should students know and be able to do?
The “Important Understandings” and “Important Skills” you want to leave with your students:
<ul style="list-style-type: none"> • Identifying holidays on a calendar. • Understand phrases related to time and historical periods. Review each holiday with purpose for celebrating and why it is important. Identify the months that the holiday falls in. • History - Identifying dates on a calendar and associate them with days of the week. • History, Government, and Civics - Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. • On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veteran's Day, Thanksgiving, MLK, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day and Independence Day. • Study of Hanukkah, Kwanzaa, Christmas. History - Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. • Seasons - the dates that mark the change in seasons. • Geography - give reasons for noting the days of that mark the changes in seasons. • Discussion of American Symbols: A. The American Flag - importance of and how it was created; B. The bald eagle - discussion of why the eagle is an important symbol in America today; C. The White House - discuss that the president lives in the White House and what is important about this house; D. The Statue of Liberty - discuss where the Statue of Liberty is and what it signifies to Americans. • History/Civics - Identify and explain the following: A. the American Flag; B. the bald eagle; C. The White House; D. The Statue of Liberty. • Describe the meaning of the Pledge of Allegiance. History/Civics - Demonstrate the ability to recite the Pledge of Allegiance and explain its general meaning. • Sing Patriotic songs - <i>America the Beautiful, My Country 'Tis of Thee, God Bless America, The Star Spangled Banner.</i> • History/Civics: Demonstrate the ability to SING national songs and explain the general meaning of the lyrics. <u><i>America the Beautiful, My Country 'Tis of Thee, God Bless America, The Star Spangled Banner.</i></u>

Instructional Strategies – to further content understanding, interpretation, application, and perception

Educational Video - U.S. Celebrations.
 As a culmination to the unit have a creative festival for each holiday lasting less than 30 minutes each. May have each teacher have ownership of a holiday and then the classes switch rooms to learn about each holiday.

Writing Prompts – to develop writing skills, enhance understanding, and maintain consistent approach to writing

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Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.

Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.

Quizzes written responses/pictures/oral responses along with teacher observations.
 Checking to make sure vocabulary is retained in regards to patriotic symbols.
 Open-ended response describing two celebrations used during each of the religious holidays studied.

Resources	Materials	Experts/Colleagues
<ul style="list-style-type: none"> • <i>National Holidays</i> - 10 students books. Individual trade books identifying each holiday. • Educational videos on U.S. Symbols. • Trade books -- <i>Landmarks and Symbols</i> (10 student books). • Classroom books and oral practice. • CD's and cassette tapes and the school wide music teacher. 	<ul style="list-style-type: none"> • Educational Videos on each holiday. • Harcourt Brace Science Curriculum introducing seasons. <i>What is a Season?</i> (trade book). 	<ul style="list-style-type: none"> • Singing patriotic songs could be covered in Music class.

Technology Options

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Framework Standard:

Concept and Skills #1 and # 3, Learning Standards #1.3, #1.4, #1.5 , #1.6, and #1.9.

Grade Level: One	Unit: 6
Topic/Content: Presidents and Famous Americans	Time Frame:

Essential Questions:

What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?

What is a president? What does a president do? Who are some past presidents? Who was Martin Luther King, Jr. and what important things did he do for our country? What are some famous Americans of different ethnic groups, faiths, or historical periods?

Skills and Understandings: what should students know and be able to do?

The “Important Understandings” and “Important Skills” you want to leave with your students:

- Current President - Who is the current president?
- Discussion of what a president does and how a president is elected.
- History/Civics - Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.
- Discussion of Presidents' Day and the celebration of our first president - George Washington and the celebration of our 16th president - Abraham Lincoln - What important things did these men do for our country?
- History/Civics/Government - Give reasons for celebrating the events and people of Presidents' Day.
- Discussion of Martin Luther King, Jr. and Rosa Parks.
- History/Civics - After reading or listening to stories about famous Americans of different ethnic groups, faiths and historical periods - Martin Luther King, Jr. and Rosa Parks - describe their qualities or distinctive traits.
- Choose 4 Americans of different ethnic groups, faiths and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriet Beecher Stowe, Clarence Thomas, Booker T. Washington, Wright Brothers.)
- History/Civics -Describe their qualities and/or distinctive traits.

Instructional Strategies – to further content understanding, interpretation, application, and perception

- Time for Kids magazine, Scholastic Weekly Reader.
- Focus on election years and do an election in the classroom on favorite color and children wear buttons and make posters to campaign for their favorite color.
- Pictorial and creative response - Educational video Presidents' Day. Educational Videos- *U.S. Celebrations, Our Friend, Martin*.
- As a culminating activity, use the selected Americans and have the students cooperatively work on a class biography of these Americans.

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Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.
Quizzes written responses/pictures/oral responses along with teacher observations.

Resources	Materials	Experts/Colleagues
<ul style="list-style-type: none"> • Scholastic Biographies on current president. • Trade books- class sets covering George Washington, Abraham Lincoln, Martin Luther King, Jr. and Rosa Parks. • Trade books - <i>Biographies for Young Americans</i>. 		

Technology Options

Framework Standard:
Learning Standard #1.2, #1.5, #1.8.

Grade Level: One	Unit: 10
Topic/Content: MAP SKILLS	Time Frame:

Essential Questions:
What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?
What is a map? What does a map tell us?

Skills and Understandings: what should students know and be able to do?
The “Important Understandings” and “Important Skills” you want to leave with your students:
<ul style="list-style-type: none"> • Discussion of a map and a globe. • Discuss the United States and the capital of Washington D.C. and also that Boston is the capital of Massachusetts. • Geography - On a map of the United States, locate Washington, DC and identify it as the capital of the United States of America. Locate Boston and identify it as the capital of Massachusetts. • Sketch a map as a representation of something that we need to find or find a spot. Do an example of a map of the school and/or the classroom. • Use the mapping skills to identify what is a lake, ocean, river, mountain. Describe the North and South Poles and the equator. • Geography - Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. • Identify cardinal directions (north, south, east, west) and apply them to maps, locations in the classroom, school, playground, and community. Define and locate the North and South poles and the equator. • Define and give examples of a continent, mountain, river, lake, and ocean.

Instructional Strategies – to further content understanding, interpretation, application, and perception
<ul style="list-style-type: none"> • As a culminating activity use the classroom--pick a spot and hide an item in that spot. Draw a map from your desk to get to the item. Have children work in pairs and alternate finding the items.

Writing Prompts – to develop writing skills, enhance understanding, and maintain consistent approach to writing

Assessment: what evidence will show that the students understand the Essential Questions?
Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.
Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.
Quizzes to check for comprehension of mapping skills. Ask children to identify simple places on a map.

Resources	Materials	Experts/Colleagues
<ul style="list-style-type: none"> • Current state maps • Globes • Nystrom Block Buddy Atlas for Grade 1 (Hatherly current resource). 	<ul style="list-style-type: none"> • Current map of United States and globe. • Cushing School mapping materials. • Educational Videos----- <i>Understanding Maps.</i> 	

Technology Options

Framework Standard:
Learning Standard #1.1, Concepts and Skills #4, #5, #6, #7.