

**Chelmsford Public Schools Grade 1: Leadership, Cooperation, Unity, and Diversity**

Students learn about leadership on many levels, the meaning of citizenship, reading and making a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services.

**Required Standards for Practice:**

1. Civic knowledge, skills and dispositions
2. Conduct Inquiries
3. Organize information from a variety of sources
4. Analyze purpose/point of view; distinguish opinion from fact
5. Evaluate sources
6. Explain conclusions with valid reasoning and evidence
7. Determine next steps and take informed action

**Themes:**

**Social; Political; Interactions between humans and the environment; Cultural; Economic**

**Essential Questions**

*What does it mean to belong to or lead a group?*

*How can maps help people locate places and learn about them?*

*What does the term, “Out of Many, One” mean and why is it the motto of the United States?*

*How do the resources of an area affect its industries and jobs?*

<i>Standard</i>	<i>Student Friendly Language</i>	<i>Essential and Supporting Questions</i>
<b>Topic 1: Civics in the context of being a good member and a good leader of a group</b>		<i>What does it mean to belong to or lead a group?</i>
1. Demonstrate understanding of what it means to be a member of a group and follow its <b>rules, limits, responsibilities</b> and <b>expectations</b> ; explain reasons for rules to others.	I can follow rules and responsibilities in a group. I can explain why rules are important and why they are followed.	Why is it important to follow rules?
2. Demonstrate understanding that a <b>leader</b> is also a member of a group, but takes on a different role with more responsibility for inspiring others, <b>organizing</b>	I can explain the responsibilities of a leader.	What do leaders do? What makes someone a good leader?

and <b>delegating</b> activities and helping the group make decisions.		
3. Give examples of <b>leadership</b> and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.	I can give examples of leaders. I can describe qualities (character, honesty, selflessness, courage) that make a good leader.	Who are leaders now and in our past? What makes/made them a good leader?
4. Give examples of how members of a group make fair decisions or choose leaders by <b>voting</b> .	I can explain ways to make fair group decisions by voting.	Why do we vote?
5. Explain that an <b>election</b> is a kind of voting in which people select leaders.	I can explain what voting is.	How do we elect leaders in our community?
6. Explain the role of the elected <b>President</b> of the United States.	I can explain the President's job.	What are the responsibilities of the President of the United States?
7. Demonstrate understanding that members of a town, city, or nation in the United States are called <b>citizens</b> , and that their <b>rights</b> and responsibilities include <ul style="list-style-type: none"> <li>· electing leaders who serve fixed terms</li> <li>· paying attention to the leader's actions, and</li> </ul> deciding whether or not to re-elect them on the basis of how well they have served citizens.	I can explain what a citizen is.	What are the responsibilities of citizens?
8. Describe the qualities of a <b>good citizen</b> , drawing on examples from history, literature, informational texts, news reports, and personal experiences.	I can describe the qualities of a good citizen.	What are the qualities of a good citizen?
<b>Topic 2: Geography in the context of the world</b>		Supporting Question: <i>How can maps help people locate places and learn about them?</i>
9. Define a <b>map</b> as a representation of space and a tool for identifying locations and features.	I can describe how a map works.	What can we learn from maps?
10. Identify and use language for <b>cardinal directions</b> ( <b>north, east, south, west</b> ) when locating and describing places on a map; use a map to identify the location of major <b>cities</b> and <b>capitals</b> (e.g., <i>Boston, Massachusetts, Washington</i>	I can use north, east, south and west to find places on a map.	How do I locate different places on a map?

<i>D.C., Mexico City, Mexico</i> ) and describe factors that explain why they are located where they are.		
11. Explain that a city that is called a <b>capital</b> is the center of government for a state or nation.	I can explain what a capital is.	What is a capital? Why is it important?
12. . Locate and explain physical features (e.g., <b>continents, oceans, rivers, lakes, mountains</b> ) on maps and construct maps and other representations of local places.	I can find physical features on a map. I can make a map.	What are physical features? How are they represented on a map?
<b>Topic 3: History in the context of the diverse backgrounds of the people of the United States</b>		Supporting Question: <i>What does the term, "Out of Many, One" mean and why is it the motto of the United States?</i>
13. Explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs and have different celebrations, cultural traditions, and family structures).	I can explain how people of the United States are unified and diverse.	What is diversity?
14. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs: a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty); b. words, mottoes, phrases, and sentences associated with the United States (e.g., " <b>U.S.A.</b> " standing for United States of America, the Latin motto, " <b>e pluribus unum</b> ," on coins, currency, and the seal of the United States, translated as "Out of Many, One," and the <b>Pledge of Allegiance</b> ); c. the melodies and lyrics of patriotic songs (e.g., "America the Beautiful," "My Country, 'Tis of Thee," "God Bless America," and "The Star-Spangled Banner").	I can explain national symbols (US flag, bald eagle, White House, Statue of Liberty) I can use U.S.A when talking about the United States. I can sing patriotic songs.	What are the different ways we can show pride in our country?
15. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., in the past or <b>future; present, past</b> , and future tenses of verbs).	I can observe and recognize changes in seasons, and experiences. I can describe that things change over time (past, present, future).	How do we observe change?

<b>Topic 4: Economics in the context of goods, services, and choices (shared with grade 2)</b>		Supporting Question: <i>How do the resources of an area affect its industries and jobs?</i>
16. Explain the relationship between <b>natural resources</b> and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).	I can explain why jobs in different places sell different natural resources based on where they are.	What is the connection between resources and jobs in a community?
17. Distinguish a <b>renewable resource</b> from a <b>non-renewable resource</b> .	I can distinguish a renewable resource from a non-renewable resource.	What types of resources exist in our area?
18. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of <b>goods</b> and <b>services</b> .	I can explain that people are resources.	In what ways are people resources?
19. Explain what it means to be employed and define the terms <b>income, wages, and salary</b> .	I can explain what a job is. I can define words related to jobs, like income, wages, and salary.	What do people earn when they have a job?
20. Give examples of <b>products (goods)</b> that people buy and use.	I can give examples of goods that people buy and use.	What are goods?
21. Give examples of services people do for each other.	I can give examples of services people do for each other.	What are services?
22. Give examples of the choices people have to make about goods and services they buy (e.g., a pair of sneakers or a video game; a haircut or a ticket to the movies) and why they have to make <b>choices</b> (e.g., because they only have enough money for one purchase, not both).	I can give examples of choices people make to buy goods and services and why they have to make choices.	How do people choose what they do with their money?
23. Explain how and why people <b>save</b> some of their money (e.g., by deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).	I can explain how and why people save money.	Why do people save money?