**Sample “Consideration for Curriculum Development” Document**

**Grade 1: How?**

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| **Grade Level Introduction:**  In first grade, students will be challenged to see relationships between cultures and the environment. The year of investigation will lead to the development of HOW these concepts affect their world and empower them to become contributors to the solutions. The following conceptual understandings will be a part of their first grade year: rules, equity of decision making in their community (or other various settings), supply and demand, economic impact on culture and develop historical-thinking skills.  **Assumptions and Goals of Curriculum Development:**   * Students will begin to understand the purpose of roles in a community. * Students will begin to understand the equity of decision making in their community. * Students will have ample opportunities to engage in all Practices of the Inquiry Cycle. * Students will gain a strong foundation of skills and knowledge which will be built upon in later years. * Students will equally explore all of the Disciplinary Core Concepts through multiple perspectives and viewpoints. * Students will be prepared to understand the decisions about the roles in the community and moving toward the cause and effect relationship of their participation in second grade.   **Sampling of Primary Resource Documents:**   * Example A * Example B * Example C |

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| **1.HT.14 Historical Arguments** *Summarize possible reasons for historical developments and events.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **Cross-curricular Connections:** | |