



1st Grade Social Studies

Families

7/10/2014



1st Grade Social Studies Curriculum

Effective Instruction Promotes

Reading a variety of primary and secondary sources so that it is possible to

- Determine the meaning and main idea, identifying and analyzing evidence, relationships, and supporting details.
- Interpret words, discipline-specific phrases, analyze text structure, and identify purpose, bias, and point of view.
- Evaluate an argument or claim citing evidence in support of, or against, the argument or claim.
- Analyze two or more texts on the same topic drawing conclusions about the similarities and differences.
- Comprehend complex and difficult text within the discipline.
- Identify and evaluate critical information communicated in multiple forms of media.

Writing clearly and coherently

- To support a claim, or make an argument using evidence, logic, and reasoning.
- To inform or explain an event, relationship, position, or opinion.
- To tell a story.
- So that each example is open to revision and rewriting.
- By applying the appropriate technologies for the purpose and audience.
- By gathering multiple sources of information and integrating them into short and long-term projects.

Communicating effectively by

- Preparing and collaborating with diverse partners in conversations about topics within the discipline
- Evaluating information from various formats.
- Presenting information and evaluation to others in a manner that is not totally written text.
- Gathering and organizing information and evidence.
- Designing and delivering a presentation on a specific topic.
- Using multiple modes of communication and adjusting presentations to meet the requirements of the task or audience.

Effective Instruction includes: * Multiple perspectives and disciplines * Multiple causes and consequences * Use of primary sources * Authentic intellectual work * Higher order thinking * Literacy within the Social Studies * Multiple means of communication * Research and construction of knowledge *
from the 2013 Kansas Standards for History, Government, and Social Studies (HGSS)



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Social Studies Standards:

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, ideas, and diversity.
4. Societies experience continuity and change over time.
5. Relationships among people, places, and environments are dynamic.

History Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of history.

Essential questions: What choices families make are the most important? What is the most important characteristic of a good leader? Are families more alike or different? Have families stayed the same or changed more over time?

(Formative and summative classroom assessments are included in each Social Studies Alive lesson. Social studies is not assessed at the district or state level.)

History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
SSH1.1 Investigates family history through oral history.	<ul style="list-style-type: none"> • Knows family history is the story about a family’s past. (4.1) • Asks questions about a family’s history. (4.3) • Listens to and remembers or records responses. (4.1) • Remembers and retells stories about a family’s past. (4.4) 	<p>Compelling questions: How has your family changed over time? (Standard 4) What is a tradition that has been carried through generations in your family? (Standard 4)</p> <p>Resources: SSA Lesson 7 What Was School Like Long Ago? SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 9 How Are Families Special? SSA Lesson 12 How Do Families Change Over Time? SSA Lesson 13 Where Do Families Live? SSA Lesson 14 What Are Family Traditions?</p>
SSH1.2 Creates a time line to show his/her family history or to tell the history of an important person in their life.	<ul style="list-style-type: none"> • Recognizes the use of a time line to put historical events in chronological order. (4.1) • Makes a time line of events in his/her family history using photographs, placing photographs in chronological order. (4.4) 	<p>Compelling questions: How does a timeline show events in chronological order? (Standard 4) How is your timeline the same or different from the timelines of your classmates? (Standard 3)</p> <p>Resources: SSA Lesson 7 What Was School Like Long Ago?</p>



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History Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSH1.3 Compares and contrasts life as a family in Kansas today with the life of a pioneer family and an American Indian family in Kansas long ago.</p>	<ul style="list-style-type: none"> • Evaluates how families over time have met their needs for shelter. (5.1, 5.2) • Investigates types of food production that over time have come to symbolize Kansas. (5.3) • Identifies ways in which people depend on the physical environment to meet needs and wants. (5.1) 	<p>Compelling questions: How have our needs (shelter and food) changed or stayed the same over time? (Standards 4 & 5) How has the environment helped to provide for the needs of families over time? (Standard 5)</p> <p>Resources: Online American Indian Homes in Kansas and Kansas Prairie Homes are Read Kansas! sets available in your library media center or online through the Kansas State Historical Society SSA Lesson 7 What Was School Like Long Ago? SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 9 How Are Families Special? SSA Lesson 13 Where Do Families Live?</p>
<p>SSH1.4 Asks questions, shares information, and discusses individuals and groups who have made contributions or shaped a significant historical change.</p>	<ul style="list-style-type: none"> • Identifies historical leaders and their contributions to society. (2.1) • Identifies groups of people who have made contributions to society. (3.1) 	<p>Compelling questions: What choices did someone make that made life better for other people? (Standard 1)</p> <p>Resources: SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 13 Where Do Families Live?</p>
<p>SSH1.5 Identifies and uses different kinds of primary sources.</p>	<ul style="list-style-type: none"> • Recognizes photographs and artifacts as primary sources. (4.1) • Uses what he/she observes in photographs and artifacts to make inferences about history. (4.2) • Understands the use of oral history to discover the story of the past. (4.1) • Knows that maps provide historical information. (4.1) 	<p>Compelling questions: What is a primary source and what can we learn from them? (Standard 4) How can primary sources show how societies have changed? (Standard 4)</p> <p>Resources: SSA Lesson 5 How Are We Good Helpers at School? SSA Lesson 7 What Was School Like Long Ago? SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 12 How Do Families Change Over Time? SSA Lesson 13 Where Do Families Live?</p>
<p>SSH1.6 Generates questions using primary sources as they relate to an historical event or era.</p>	<ul style="list-style-type: none"> • Knows that primary sources provide information about a specific time in the past. (4.2) • Asks questions about history based on what is observed in a primary source. (4.2) 	<p>Compelling questions: When viewing a primary source, what questions come to mind? (Standard 4)</p> <p>Resources: Online Learning to Ask Questions is a Read Kansas! set available in your library media</p>



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		center or online through the Kansas State Historical Society SSA Lesson 5 How Are We Good Helpers at School? SSA Lesson 7 What Was School Like Long Ago? SSA Lesson 12 How Do Families Change Over Time? SSA Lesson 13 Where Do Families Live?
SSH1.7 Generates possible reasons for an event or development in the past.	<ul style="list-style-type: none"> • Knows that there are reasons or causes for why events occurred in the past. (4.1) • Knows that events take place in a certain chronological order. (4.1) 	Compelling questions: Why does your family live here? (job transfer, family, immigrate, etc.) (Standard 5) Why do families move? (Standards 1, 2, & 5) What causes families to change? (birth, job change, wedding, adoption, new pet, change in SES) (Standards 1, 2, & 5) Resources: SSA Lesson 5 How Are We Good Helpers at School? SSA Lesson 7 What Was School Like Long Ago? SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 12 How Do Families Change Over Time? SSA Lesson 13 Where Do Families Live?
SSH1.8 Selects which reasons might be more likely than others to explain a historical event or development.	<ul style="list-style-type: none"> • Understands that evidence is used to study history. (4.1) • Uses what they know from evidence provided to choose a most likely reason from a list. (4.2) 	Compelling questions: What are possible (and likely) causes of..... . (Standard 1) What evidence leads you to think this? (Standard 4) Resources: SSA Lesson 5 How Are We Good Helpers at School? SSA Lesson 7 What Was School Like Long Ago? SSA Lesson 12 How Do Families Change Over Time? SSA Lesson 13 Where Do Families Live?



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Social Studies Standards:

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Civics/Government Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of civics and government.

Essential questions: What choices families make are the most important? What is the most important characteristic of a good leader? Are families more alike or different? Have families stayed the same or changed more over time?

(Formative and summative classroom assessments are included in each Social Studies Alive lesson. Social studies is not assessed at the district or state level.)

Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSC1.1 Analyzes the qualities of being a leader at home, school, and in the larger community.</p>	<ul style="list-style-type: none"> • Demonstrates personal leadership qualities by taking on classroom and home responsibilities. (2.4) • Lists personal responsibilities at home and at school. (2.1) • Recognizes the role of community leadership such as principal, mayor, coach, teacher. (2.2) • Recognizes the role of national leadership. (2.2) • Identifies the first and current president. (2.1) • Describes the roles and responsibilities of the president. (2.1) 	<p>Compelling questions:</p> <p>Why are leaders important? (Standard 2) What are a leader’s responsibilities? (Standard 2) When have you been a leader? (Standards 1 & 2) What were your responsibilities? What qualities describe a good leader? (Standards 1, 2, & 3) Why is the president important to the United States? (Standards 1, 2, 3 & 5)</p> <p>Resources:</p> <p>SSA Lesson 1 How Do We Get Along in School? SSA Lesson 3 Why Do Schools Have Rules? SSA Lesson 4 Who Works at Your School? SSA Lesson 5 How Are We Good Helpers at School? SSA Lesson 9 How Are Families Special? SSA Lesson 11 How Do Family Members Care for Each Other? SSA Lesson 12 How Do Families Change Over Time?</p>



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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSC1.2 Recognizes and demonstrates the characteristics of good citizenship.</p>	<ul style="list-style-type: none"> • Describes characteristics such as equality, responsibility, respect, and fairness that leaders and good citizens demonstrate. (3.1) • Understands shared ideals of U.S. citizens (truth, fairness, justice, loyalty, freedom, equality). (3.2) 	<p>Compelling questions: What does it mean to be a good citizen? (Standard 3) Who is a good citizen? How do you know? (Standard 3)</p> <p>Resources: SSA Lesson 1 How Do We Get Along in School? SSA Lesson 2 Why Is It Important to Learn from Each Other? SSA Lesson 3 Why Do Schools Have Rules? SSA Lesson 5 How Are We Good Helpers at School? SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 11 How Do Family Members Care for Each Other? SSA Lesson 15 What Do Good Neighbors Do?</p>
<p>SSC1.3 Recognizes that citizens of states and countries develop symbols and designate holidays that represent their shared ideals.</p>	<ul style="list-style-type: none"> • Recognizes and analyzes the use of • U.S. symbols such as the flag, Pledge of Allegiance, bald eagle, Liberty Bell, monuments and buildings. (3.2) • Analyzes and recognizes how the symbols and motto on the Kansas flag represent the state. (3.2) • Identifies and understands the meaning and purpose of important United States national holidays (Labor Day, Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents Day, Memorial Day, Independence Day). (3.2) 	<p>Compelling questions: How does a place, belief, or idea influence the type of symbols on a flag? (Standard 3) What symbols, monuments, & holidays does our country celebrate and why? (Standard 3)</p> <p>Resources: Online The Kansas Flag is a Read Kansas! set available in your library media center or online through the Kansas State Historical Society. SSA Lesson 14 What Are Family Traditions?</p>
<p>SSC1.4 Discusses the need for rules in the family, school, and community.</p>	<ul style="list-style-type: none"> • Recognizes the Constitution as the set of rules for the country. (3.1) • Understands the concept of rules and laws as pertaining to being a citizen of the United States. (2.2) 	<p>Compelling questions: Why is the Constitution important? (Standard 2) How do rules affect citizens? (Standard 2) Why are rules different in different places? (Standard 2)</p> <p>Resources: SSA Lesson 3 Why Do Schools Have Rules? SSA Lesson 11 How Do Family Members Care for Each Other? SSA Lesson 12 How Do Families Change Over Time?</p>



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Civics/Government Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSC1.5 Recognizes that people can make rules and leaders can enforce them.</p>	<ul style="list-style-type: none"> • Works together to make classroom decisions and participate in collaborative discussions. (2.4) • Makes and follows classroom rules. (2.4) • States the consequences of following or not following rules. (1.2) 	<p>Compelling questions: Who creates the rules at home/school? (Standard 2) How do rules/laws change over time? (Bedtime? Civil Rights? Chores at home?) (Standards 2 & 4)</p> <p>Resources: SSA Lesson 1 How Do We Get Along in School? SSA Lesson 3 Why Do Schools Have Rules? SSA Lesson 11 How Do Family Members Care for Each Other?</p>
<p>SSC1.6 Understands that people have different perspectives.</p>	<ul style="list-style-type: none"> • Describes why various people might have different viewpoints of subjects. (3.1) • Describes various examples or contexts of perspective (parent v. child; teacher v. student; people from different backgrounds; people with different occupations, etc.). (3.2) • Follows agreed upon rules for discussion in group situations when interacting and communicating. (2.3) • Understands choices have positive and negative consequences. (1.1) • States classroom rules for discussion. (2.1) 	<p>Resources: SSA Lesson 1 How Do We Get Along in School? SSA Lesson 2 Why Is It Important to Learn from Each Other? SSA Lesson 3 Why Do Schools Have Rules? SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 11 How Do Family Members Care for Each Other?</p>
<p>SSC1.7 Analyzes privileges they have and understand how they can be granted or taken away.</p>	<ul style="list-style-type: none"> • Defines the difference between rights and privileges. (2.1) • Provides examples of privileges, such as first in line, extended recess time, field trips.(2.1) 	<p>Compelling questions: How do privileges you have at home differ from privileges you have at school? (Standard 2)</p> <p>Resources: SSA Lesson 12 How Do Families Change Over Time?</p>



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Geography Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of geography.

Essential questions: What choices families make are the most important? What is the most important characteristic of a good leader? Are families more alike or different? Have families stayed the same or changed more over time?

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Geography Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSG1.1 Makes a map to represent some location important to them.</p>	<ul style="list-style-type: none"> • Understands key elements of a map (compass rose, symbols, key). (5.1) • Distinguishes between human and natural features (buildings, streets, play equipment, fences, sidewalks v. hills, creeks, trees). (5.1) 	<p>Compelling questions: What are important features to include on a map? (Standard 5) How do you know if a map is accurate? (Standard 5)</p> <p>Resources: SSA Lesson 6 What Is a Map? SSA Lesson 9 How Are Families Special? SSA Lesson 13 Where Do Families Live? SSA Lesson 15 What Do Good Neighbors Do?</p>
<p>SSG1.2 Describes the purposes of maps and globes.</p>	<ul style="list-style-type: none"> • Defines map and globe. (5.1) • Compares and contrasts maps and globes in terms of appearance and uses. (5.1) • Uses maps and globes to locate major features (hometown, Kansas, United States, Canada, Mexico, North America, Atlantic Ocean, Pacific Ocean). (5.2) 	<p>Compelling questions: When/why do people use maps/globes? (Standard 5) Why do people use different types of maps? (Standard 5)</p> <p>Resources: SSA Lesson 4 Who Works at Your School? SSA Lesson 6 What Is a Map? SSA Lesson 13 Where Do Families Live? SSA Lesson 15 What Do Good Neighbors Do?</p>

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Geography Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
	<ul style="list-style-type: none"> • Provides verbal directions about their surroundings (directional terms such as left, right, north, south). (5.2) • Knows and understands the importance of their personal safety information including first and last name, parents'/guardians' first and last name, home address, school name, emergency phone number (5.2) 	
<p>SSG1.3 Compares and contrasts their family with a family in another part of the world.</p>	<ul style="list-style-type: none"> • Compares and contrasts their family with a family in another part of the world in the context of holidays, housing, and meals. (3.2) 	<p>Compelling questions: How are families different around the world? (Standards 3 & 5)</p> <p>Resources: SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 9 How Are Families Special? SSA Lesson 13 Where Do Families Live? SSA Lesson 14 What Are Family Traditions?</p>
<p>SSG1.4 Identifies ways people can maintain or improve the quality of their environments.</p>	<ul style="list-style-type: none"> • Describes his/her role when interacting with the physical environment. (2.1, 5.1) • Analyzes choices people make when interacting with the environment and draws conclusions about the consequences of those choices. (1.2, 5.2) 	<p>Compelling questions: What responsibility do we have to care for our environment? (Standards 2 & 5) What steps can your family take to improve our environment? (Standards 1 & 5) What would be the consequences of not caring for our environment? (Standards 1 & 5) How has our community changed in its beliefs about caring for the environment? (Standards 3 & 5)</p> <p>Resources: SSA Lesson 1 How Do We Get Along in School? SSA Lesson 5 How Are We Good Helpers at School? SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 11 How Do Family Members Care for Each Other? SSA Lesson 13 Where Do Families Live? SSA Lesson 15 What Do Good Neighbors Do?</p>



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Economics Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of economics.

Essential questions: What choices families make are the most important? What is the most important characteristic of a good leader? Are families more alike or different? Have families stayed the same or changed more overtime?

(Formative and summative classroom assessments are included in each Social Studies Alive lesson. Social studies is not assessed at the district or state level.)

Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSE1.1 Recognizes that people and families cannot have everything they want, so they have to make choices.</p>	<ul style="list-style-type: none"> • Differentiates between needs and wants. (1.1) • Describes why it is necessary to make choices. (1.1) 	<p>Compelling questions: How does where you live impact what your family needs? (Standard 5) Does what your family need/want change over time? (Standard 4)</p> <p>Resources: SSA Lesson 2 Why Is It Important to Learn from Each Other? SSA Lesson 9 How Are Families Special? SSA Lesson 10 What Do Families Need and Want?</p>
<p>SSE1.2 Evaluates how different families meet their need for shelter and other basic needs.</p>	<ul style="list-style-type: none"> • Describes the needs of a family (food, shelter, clothing). (1.2) 	<p>Compelling questions: How does where you live impact what your family needs? (Standard 5) How do different families meet their needs? (Standard 3) Have family needs changed over time? (Standard 4)</p> <p>Resources: SSA Lesson 8 What Groups Do We Belong To? SSA Lesson 9 How Are Families Special? SSA Lesson 10 What Do Families Need and Want? SSA Lesson 11 How Do Family Members Care for Each Other?</p>

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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
<p>SSE1.3 Understands the concept of exchange to purchase goods and services.</p>	<ul style="list-style-type: none"> • Defines trade as the exchange of goods and services. (1.1) • Defines barter as exchanging goods and/or services without a medium of exchange such as money. (Clean room = new toy) (1.1) 	<p>Compelling questions: How do families use trading to meet their needs? (Standard 1)</p> <p>Resources: SSA Lesson 10 What Do Families Need and Want? SSA Lesson 15 What Do Good Neighbors Do?</p>
<p>SSE1.4 Understands that people and families have jobs to earn money in order to meet needs and wants.</p>	<ul style="list-style-type: none"> • Explains how he/she contributes to meet his/her family’s needs and wants. (2.1) • Understands that people have jobs to earn wages. (1.2) • Describes the skills and knowledge required for a job he/she might like to have. (1.3) 	<p>Compelling questions: Why do people work at jobs? (Standard 1) Why do people choose to go to work some days when they would rather be doing something else? (Standards 1 & 2)</p> <p>Resources: SSA Lesson 2 Why Is It Important to Learn from Each Other? SSA Lesson 4 Who Works at Your School? SSA Lesson 5 How Are We Good Helpers at School? SSA Lesson 9 How Are Families Special? SSA Lesson 10 What Do Families Need and Want? SSA Lesson 11 How Do Family Members Care for Each Other?</p>
<p>SSE1.5 Describes the role of banks in the economy.</p>	<ul style="list-style-type: none"> • Explains why people save money in a bank. (1.1) • Describes other functions of banks such as making loans and processing deposits and payments. (1.2) • Analyzes the benefits to themselves and their family of saving money for future needs and wants. (1.3) • Demonstrates an understanding of the consequences of saving decisions. (1.2) 	<p>Compelling questions: Why do people put money in the bank? (Standard 1) What is a benefit of saving your money instead of spending it immediately? (Standard 1) What is a consequence of spending your money immediately? (Standard 1)</p> <p>Resources: Contact Federal Reserve Bank to reserve a field trip. They will come to present a lesson featuring book characters Max & Ruby.</p>
<p>SSE1.6 Describes how a good is produced and made available to meet our needs and wants.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the steps or processes in producing a good and delivering it to market. (5.3) 	<p>Compelling questions: How do goods that are produced locally get to consumers? (Standard 5) i.e. Garmin industries, Hallmark cards, Louisburg cider, Coca Cola (produced and bottled locally), farmer’s markets, Moon Marble Company</p> <p>Resources: Online Kansas Crops is a Read Kansas! set available in your library media center or online through the Kansas State Historical Society.</p>



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Economics Indicators	Skills, Concepts, and Content	Teaching Strategies and Resources
		SSA Lesson 4 Who Works at Your School? SSA Lesson 10 What Do Families Need and Want?
SSE1.7 Explains how the consumption of products connects people to other places.	<ul style="list-style-type: none"> • Describes how to identify where products were produced. (5.1) • Traces how goods are transported from one place to another. (5.2) • Investigates what goods and services are produced or available in their own community. (5.3) • Investigates what goods and services are produced in other communities. (5.3) 	Compelling questions: Where does our food/clothing come from? (Standard 5) Where is the produce in stores (in the wintertime) grown? (Standard 5) Why do we have to get some goods and services from places besides our own community? (Standard 5) Resources: SSA Lesson 10 What Do Families Need and Want?
SSE1.8 Describes examples of goods and services provided by the local government.	<ul style="list-style-type: none"> • Identifies goods and services provided by the local government such as roads, police, fire, etc. (5.1) 	Compelling questions: Does the local government have a responsibility to provide certain services? (Standard 2) Resources: SSA Lesson 4 Who Works at Your School?