

## 1st Grade Social Studies UbD

Curriculum/Content Area: Social Studies	Course Length: Academic Year
Course Title: 1st Grade Social Studies	Date last reviewed:
Prerequisites: Not Applicable	Board approval date:
Primary Resource: TBD	<a href="#">K-5 Progression of Content &amp; Skills</a>

### Desired Results

**Course description and purpose:** Social Studies standards are integrated within our literacy curriculum where there are logical opportunities to make these connections. In first grade, there is one unit that does not naturally lend itself to integration. As a result, this unit is taught independently: Geography which includes map skills and community & environmental awareness.

<p><b>Enduring Understandings</b> Students will understand...</p> <ol style="list-style-type: none"> <li>1. <i>that geography influences needs, culture, opportunities, choices, interests, and skills.</i></li> <li>2. <i>that over time, global societies are diverse creating varied perspectives, contributions, and challenges.</i></li> <li>3. <i>that knowledge of the past helps one understand the present and make decisions about the future.</i></li> <li>4. <i>that information can be acquired from a variety of sources.</i></li> <li>5. <i>that text and organizational tools communicate different kinds of information.</i></li> <li>6. <i>that there are multiple ways to communicate their understanding of our world today.</i></li> <li>7. <i>that human interaction influences behavioral, economic, and political activities.</i></li> <li>8. <i>that individuals, groups, societies and cultures address human needs and</i></li> </ol>	<p><b>Essential Questions:</b></p> <p><b>A. Geography</b></p> <ol style="list-style-type: none"> <li>1. How do maps, globes, and other geographic representation tools reflect history, culture, politics, and economics?</li> <li>2. How does where I live influence how I live?</li> <li>3. How do geography, climate, and natural resources affect the way people live and work?</li> <li>4. What are the cultural factors of civilizations, and what functions do they serve?</li> </ol> <p><b>B. History</b></p> <ol style="list-style-type: none"> <li>1. What should we do if primary sources disagree?</li> <li>2. How does the past influence the present?</li> <li>3. What are the historical factors of civilizations, and what functions do they serve?</li> <li>4. How do competing interests influence</li> </ol>
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<p><i>concerns.</i></p> <p>9. <i>that conflict resolution can involve aggression, compromise, cooperation, and change.</i></p> <p>10. <i>that democratic societies must balance the rights and responsibilities of individuals with the common good.</i></p>	<p>how power is gained, distributed, and exercised?</p> <p><b>C. Political Science</b></p> <ol style="list-style-type: none"> <li>1. What knowledge and skills are needed to participate effectively in our political system?</li> <li>2. How are governments created, structured, maintained, and changed?</li> <li>3. What is the role of the citizen in the community, nation, and world?</li> </ol> <p><b>D. Economics</b></p> <ol style="list-style-type: none"> <li>1. How do scarcity and competition influence decision-making at the personal, business, and government levels?</li> <li>2. What causes change in the U.S. economy?</li> <li>3. How do different economic systems and trade policies impact a person's way of life/standard of living?</li> <li>4. What role should government play in the potential regulation of an economy?</li> </ol> <p><b>E. Behavioral Science</b></p> <ol style="list-style-type: none"> <li>1. How do others, the media, and society influence our identity and the choices we make?</li> <li>2. What are the characteristics, benefits, and challenges of a diverse society?</li> </ol>
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<p><b>Unit Title: Geography</b></p>
<p>Topics:</p> <ol style="list-style-type: none"> <li>A. Map Skills</li> <li>B. Environment</li> <li>C. Communities</li> </ol>
<p><b>Standards</b>  <b>Wisconsin Model Academic Standards</b></p>

**Geography EQ1:**

A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface

A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.

**Geography EQ2:**

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.

**Geography EQ3:**

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.

**Learning Targets Addressed**

- I can identify the purpose of different types of maps (Classroom, School, City, etc.).
- I can locate and use map symbols and cardinal directions (North, South, East, West).
- I can describe how people adapt to their environment.
- I can explain how people make changes that affect a community or the environment.

**Unit Title: History and Political Science**

Topics:

- A. Cooperation
- B. Comparisons of people living together today and in the past
- C. Significant People

**Standards****Wisconsin Model Academic Standards****History EQ2:**

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags

B.4.7 Identify and describe important events and famous people in Wisconsin and United States history

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

**Political Science EQ1:**

C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity

C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior, and explain how various behaviors promote or hinder cooperation

**Learning Targets Addressed**

- I can show and explain the importance of being responsible and how it helps the community.
- I can show how behavior promotes or hinders cooperation.
- I can give examples of cooperation among groups.
- I can understand the impact people had on National and/or State Holidays.

**Stand-Alone Economics Units****Integrated Social Studies - Literacy Units****Integrated Unit(s):**

**Reading Unit 3 - Learning About the World: Reading Nonfiction**

**Reading Unit 7 - Reading Nonfiction Cover to Cover: Nonfiction Book Clubs**

**Standards**

**Wisconsin Model Academic Standards**

**History EQ1**

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

B.4.3 Examine biographies, stories, narratives, and folktales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

**Learning Targets Addressed****Reading Unit 3 - Learning About the World**

*Integrated Targets*

- I can understand more about the topics that I am reading by using the text features such as labeled pictures and captions to provide more information. (Bend 1: B.4.1)

**Reading Unit 7 - Reading Nonfiction Cover to Cover**

*Integrated Targets*

- I can look across books (*biographies, stories, narratives, and folktales*) and think about what the character does over and over so that I really get to know the character. (Bend 3: B.4.3)

**Integrated Unit(s):****Reading Unit 4 - Readers Get To Know Their Characters in Books****Reading Unit 6 - Meeting Characters and Learning Lessons: A Study of Story Elements****Standards****Wisconsin Model Academic Standards****Behavioral Sciences EQ1:**

E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development

E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

**Behavioral Sciences EQ2:**

E.4.9 Explain how people learn about others who are different from themselves

**Learning Targets Addressed****Reading Unit 4 - Readers Get To Know Their Characters in Books***Integrated Targets*

- I can give reasons for my opinion by providing supporting details (*from my prior knowledge, motivation, personal interests, capabilities*) so that they can convince others. (Bend 1: E.4.1)
- I can explain and defend my opinion by giving reasons (*including personal interests, likes and dislikes, factors including my family, neighborhood and accomplishments*) so their opinion can be understood. (Bend 1: E.4.2)
- I can bolster my argument by understanding and sharing the opinions of others so my writing can be more convincing. (Bend 1: E.4.7)

**Reading Unit 6 - Meeting Characters and Learning Lessons***Integrated Targets*

- I can compare what other characters have learned by asking, "How is this the same or different from the lessons other characters have learned?" so that they understand characters' lessons. (Bend 3: E.4.9)