

**1st Grade Social Studies**

<b>CURRICULUM/CONTENT AREA</b> <i>Social Studies</i>	<b>COURSE LENGTH</b> <i>Full School Year</i>
<b>GRADE LEVEL</b> <i>1st Grade</i>	<b>DATE LAST REVIEWED</b> <i>2016</i>
<b>PREREQUISITE(s) if applicable</b> <i>NA</i>	<b>BOARD APPROVAL DATE</b> <i>December 14, 2021</i>
<b>PRIMARY RESOURCE if applicable</b> <i>To be Determined</i> <i>The use of primary and secondary sources are built in each unit to support the inquiry standards</i>	

**DESIRED RESULTS**

<b>COURSE DESCRIPTION AND PURPOSE</b> <i>1st Grade Social Studies</i> <i>Families Near and Far, Our Special Location, Civic Engagement</i>
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<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>CULTURE:</b> Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
<b>TIME, CONTINUITY, AND CHANGE:</b> Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today?  How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
<b>PEOPLE, PLACES, AND ENVIRONMENTS:</b> The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
<b>INDIVIDUAL DEVELOPMENT AND IDENTITY:</b> Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time? How do external factors influence our identity and behavior?
<b>INDIVIDUALS, GROUPS, AND INSTITUTIONS:</b> Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
<b>POWER, AUTHORITY, AND GOVERNANCE:</b> The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
<b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</b> People have wants that often exceed the limited resources available to them.	What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?
<b>SCIENCE, TECHNOLOGY, AND SOCIETY:</b> Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	How do technology influence social and cultural change in a global society?
<b>GLOBAL CONNECTIONS:</b> Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How does diversity impact society?
Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?

<b>PRIORITY CONTENT STANDARDS</b>	<b>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</b>
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will <i>use</i> historical evidence for <i>determining</i> cause and effect.	Standard SS.Inq5: Wisconsin students will be <i>civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine</i> and <i>interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will <i>develop</i> and <i>employ</i> skills for civic literacy.	

## Unit 1: Families Near and Far

### ESSENTIAL QUESTIONS

How do individuals develop over time?  
 How does diversity impact society?  
 What is the role of the citizen in the community and the nation, and as a member of the world community?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.BH1</b> Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	<b>BH1.a: Individual Cognition, perception and behavior</b> I understand that my actions affect others.
	<b>BH1.b: Personal Identity and Empathy</b> I can identify different emotions in others and guess why they feel that way.
<b>Standard SS.Econ1</b> Wisconsin students use economic reasoning to understand issues.	<b>SS.Econ1.a.Choices and Decision Making</b> I can describe resources that are important or useful to me and my family.
<b>Standard SS.PS2</b> Wisconsin students will examine and interpret rights, privileges, and responsibilities in society	<b>SS.PS2.a.Civil rights and civil liberties</b> I can compare rights and responsibilities within the classroom, school, and community.
	I can give examples of my rights.

### PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

<b>Standard SS.Inq.1</b> Wisconsin students will construct meaningful questions that initiate an inquiry.	<b>SS.Inq.1.a Develop questions based on a topic</b> I explain why or how a teacher or text provided question is important to a topic or issue.
<b>Standard SS.Inq3</b> Wisconsin students will develop claims using evidence to support reasoning	<b>SS.Inq3.a Develop claims to answer an inquiry question.</b> With prompting and support, I state a claim to answer a question that the class is considering
<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SS.Inq4.a Communicate conclusions</b> I communicate conclusions.

#### DISCIPLINARY CONCEPT

#### KEY UNIT CONTENT

Structures of a family	Families around the world Customs and Traditions Family Roles Responsibilities, needs, and wants of a family
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### SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.BH2</b> Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).	<b>BH2.a: Relationship of people and groups</b> <i>I describe how groups of people are alike and different</i>
	<b>BH2.b: Cultural patterns</b> <i>I understand ways people change and adapt to new situations in places and within a family.</i>

### COMPELLING UNIT QUESTION

How can we bring families together to form a stronger community?

#### SUPPORT QUESTION 1

#### SUPPORT QUESTION 2

How are families similar and different?	Why are traditions important?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
As an informal pre-assessment, observe the class and gauge their general entry point to key concepts and skills; look for understanding of <b>the concept of family</b> and <b>recognition that all families are different and special</b>  Assess ability to <b>identify similarities and differences between families</b> Uses <b>evidence from a source to describe different ways to be a family</b> (structure, activities, etc.)	Assess <b>understanding of traditions</b> ; look for: <b>identifies similarities and differences between traditions</b> . Uses <b>evidence from a source to identify or describe traditions</b> . Gives an <b>example to describe why traditions are important</b> (connects us to people, places, heritage, culture, the past)
<b>FEATURED SOURCE(s) may include</b>	<b>FEATURED SOURCE(s) may include</b>
Hey, Wall book by Susan Verde "You, Me & Community: Come and See" video from PBS Kids Who's in a Family? book by Robert Skutch Families Around the World book by Margriet Ruurs "Tar Beach" image by Faith Ringgold	Tar Beach book by Faith Ringgold The Keeping Quilt book by Patricia Polacco Apple Pie 4th of July by Janet S. Wong "Tar Beach" image by Faith Ringgold "Patricia Polacco Shows the Keeping Quilt" video
<b>SUPPORT QUESTION 3 (if applicable)</b>	<b>SUPPORT QUESTION 4 (if applicable)</b>
How can family members take care of one another?	How does our diversity strengthen our community?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
Assess <b>understanding of wants vs. needs</b> as well as <b>different roles and responsibilities people may have in a family</b> . Have students <b>explain how a role or responsibility helps meet needs or wants</b> .	Assess <b>appreciation for differences</b> ; look for <b>identifies ways people can be different and suggests ways to respond to differences</b> . Gives examples of <b>ways differences can strengthen a group</b> . Identifies <b>examples of diversity</b> . Uses <b>evidence from a source to describe impact of diversity on a community</b> .
<b>FEATURED SOURCE(s) may include</b>	<b>FEATURED SOURCE(s) may include</b>
"Helping Out Around the House" song/video from TreeSchool	All Are Welcome book by Alexandra Penfold The Sandwich Swap book by Queen Rania Al Abdullah "50 of the World's Best Breads" images from CNN

### SUMMATIVE ASSESSMENT TASK(S)

Students will reflect on their understanding of family structures and traditions to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and will create a [2D product](#) in response to their inquiry challenge statement.  
[Inquiry Product Rubric Guide](#)

### CIVIC ENGAGEMENT

Students will reflect on their understanding of family structures and traditions to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and will create a [2D product](#) in response to their inquiry challenge statement.  
[Inquiry Product Rubric Guide](#)

## Unit 2: Our Special Location

### ESSENTIAL QUESTION

How do geography, climate, and resources affect the way people live and work?  
 How do external factors influence our identity and behavior?  
 What impacts a person's way of life or standard of living?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Geog1</b> Wisconsin students will use geographic tools and ways of thinking to analyze the world.	<b>SS.Geog1.a. Tools of geography</b> <i>I can tell why someone might choose a map or globe for a given task.</i>
	<b>SS.Geog1.b. Spatial thinking (map interpretation)</b> <i>I can find physical features on a map, graph, photograph or other representation. (Continents, oceans)</i>
	<b>SS.Geog1.c. Mental mapping and maps from memory</b> <i>I can make a map of a familiar place including a title and symbols.</i>
<b>Standard SS.Econ1</b> Wisconsin students use economic reasoning to understand issues.	<b>SS.Econ1.a. Choices and Decision Making</b> <i>I can describe resources that are important or useful to me and my family.</i>

### PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SS.Inq4.a Communicate conclusions</b> <i>I communicate conclusions.</i>
	<b>SS.Inq4.a Critique conclusions</b> <i>I respond effectively to questions about their inquiry.</i>

#### DISCIPLINARY CONCEPT

#### KEY UNIT CONTENT

Our Community	Location (Maps, Globes) Map symbols, cardinal directions Natural Features (Landforms, Bodies of water) Climate Interdependence Community needs and wants Community goods and services Characteristics of Rural, Urban, and Suburban Communities
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### SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Econ4</b> Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	<b>SS.Econ4.a. Economic systems and allocations of resources</b> <i>I hypothesize how a good gets to the local community market.</i>
	<b>SS.Econ4.c. Role of government</b> <i>I summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.</i>
<b>Standard SS.Geog2</b> Wisconsin students will analyze human movement and population patterns.	<b>SS.Geog2.a. Population and place</b> <i>I analyze where and why people live in certain places.</i>
	<b>SS.Geog2.d. Urbanization</b> <i>I classify the local community as rural, suburban, urban, or tribal.</i>
<b>Standard SS.Geog3</b> Wisconsin students will examine the impacts of global interconnections and relationships.	<b>SS.Geog3.a. Distribution of resources</b> <i>I analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)</i>
	<b>SS.Geog4.a. Characteristics of place</b> <i>Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</i>

### COMPELLING UNIT QUESTION

How can we help others appreciate our special location?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
How can we show others where we are?	How does the environment shape life here?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
As an informal pre-assessment, observe the class to gauge their general entry point to key concepts and skills, including understanding of features and characteristics of their special location; look for: <b>Prior knowledge about their special location, Begins to apply new vocabulary terms in correct context</b>  Assess understanding of concepts; look for: <b>Uses vocabulary to describe locations in various ways with accuracy</b> (city, state, or country; cardinal directions) <b>Identifies and creates map symbols</b> <b>Cites details from a map to describe its purpose or meaning</b> <b>Follows protocol: listens, takes turns, and contributes</b>	Assess developing skills and understanding of concepts; look for: <b>Gives examples of physical characteristics</b> (landforms, bodies of water, climate) <b>of local environment</b> <b>Identifies landforms and bodies of water with accuracy</b> <b>Provides rationale or evidence to support conclusions about how environment shapes daily life</b>
FEATURED SOURCE(S) may include	FEATURED SOURCE(S) may include
Me on the Map book by Joan Sweeney Reading Maps book by Ann Matzke "Here I Am: Everyday Learning" video from KET Education "Making Space: Maps" video from PBS (1:15-3:48)	Me on the Map book by Joan Sweeney Earth's Landforms and Bodies of Water book by Natalie Hyde What Is Climate? book by Ellen Lawrence Same, Same But Different book by Jenny Sue Kostecki-Shaw "What Is Climate?" video from PBS "30 Magical Photos of Children Playing Around the World" website from Bored Panda
SUPPORT QUESTION 3	SUPPORT QUESTION 4
How does our community meet our needs and wants?	How do people make our community special?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK

<p>Assess understanding of key concepts; look for:  <b>Uses evidence from a source to identify aspects of community</b>  <b>Identifies local and distant goods and services</b>  <b>Gives an example to describe how communities provide for needs and wants</b></p>	<p>Assess developing understanding of concepts; look for:  <b>Gives examples of community roles</b>  <b>Uses evidence from the source to identify important symbols, customs, and expressions of community</b>  <b>Suggests specific actions and interactions that can make communities special</b></p>
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<p style="text-align: center;">FEATURED SOURCE(s) <i>may include</i></p>	<p style="text-align: center;">FEATURED SOURCE(s) <i>may include</i></p>
<p>Places in My Community book by Bobbie Kalman  "Exploring the States" book from Epic - <a href="#">Wisconsin: The Badger State by Amy Rechner</a></p>	<p>Maybe Something Beautiful book by F. Isabel Campoy and Theresa Howell  <a href="#">"Together We're the Key"</a> video from PBS Kids  <a href="#">"Maybe Something Beautiful Book Trailer"</a> video from HMH Books  <a href="#">"Community Mural"</a> image</p>

**SUMMATIVE ASSESSMENT TASK(s)**

Students take Informed Action based on the conclusions and key findings from their investigation. They are guided by an Inquiry Challenge Statement that clearly describes the action they will take and its intended result, as well as any Target Group the action will affect. As part of this process, they move through a cycle of brainstorming, feedback, and revision to create an Inquiry Product that helps to carry out their action.

Review prototype revisions or new product iterations to assess revisions and use of feedback; look for:  
**Checklist items and changes to work reflect feedback and progress toward Success Criteria**  
As a final summative assessment of the unit, review final Table-Top Games using the student-friendly product rubric created after the "Comparing Models and Establishing Success Criteria" lesson

**CIVIC ENGAGEMENT**

Students take Informed Action based on the conclusions and key findings from their investigation. They are guided by an Inquiry Challenge Statement that clearly describes the action they will take and its intended result, as well as any Target Group the action will affect. As part of this process, they move through a cycle of brainstorming, feedback, and revision to create an Inquiry Product that helps to carry out their action.

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**Checklist items and changes to work reflect feedback and progress toward Success Criteria**  
As a final summative assessment of the unit, review final Table-Top Games using the student-friendly product rubric created after the "Comparing Models and Establishing Success Criteria" lesson

### Unit 3: Civic Engagement

#### ESSENTIAL QUESTIONS

How do different political and economic systems affect civic life?  
 How does diversity impact society?  
 What knowledge and skills are needed to participate effectively in our political system?  
 What is the role of the citizen in the community and the nation, and as a member of the world community?

#### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.PS2</b> Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. <b>Standard SS.PS4</b> Wisconsin students will develop and employ skills for civic literacy.	<b>SS.PS2.c.Asserting and reaffirming of human rights</b> I investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings). <b>SS.PS4.a.Argumentation</b> I compare and contrast perspectives on the same topic.
<b>Standard SS.Econ1</b> Wisconsin students use economic reasoning to understand issues.	<b>SS.Econ1.a.Choices and Decision Making</b> "I differentiate between a "want" and a "need". I describe resources that are important or useful to me, my family, community, and country I understand different people want different things.

#### PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

<b>Standard SS.Inq.1</b> Wisconsin students will construct meaningful questions that initiate an inquiry.	<b>SS.Inq1.b. Plan an Inquiry</b> When provided with a question, I determine what other questions are needed to support the research (i.e.,
<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SS.Inq4.a Critique conclusions</b> I respond effectively to questions about their inquiry.
<b>Standard SS.Inq5</b> Wisconsin students will be civically engaged.	<b>SS.Inq5.a. Civic engagement</b> I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

#### DISCIPLINARY CONCEPT

Citizenship - Working Together to Make the Community Better

#### KEY UNIT CONTENT

Rights, Responsibilities, Fairness, Rules, Laws  
 Fact and Opinion

#### SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.PS1</b> Wisconsin students will identify and analyze democratic principles and ideals.	<b>SS.PS1.a.Values and principles of American constitutional democracy</b> I assess the importance of rules and laws at home, in school, and in the community.*
<b>Standard SS.PS3</b> Wisconsin students will <i>analyze and evaluate</i> the powers and processes of political and civic institutions.	<b>SS.PS3.d.Public policy</b> I predict how people come up with different ideas to solve a problem.

#### COMPELLING UNIT QUESTION

**How can we work together for the good of the community?**

#### SUPPORT QUESTION 1

How do rights and responsibilities shape our roles in a community?

#### FORMATIVE ASSESSMENT TASK

As an informal pre-assessment, observe the class and gauge their general entry point to key concepts and skills; look for:  
 Students to give examples of rights and responsibilities that we have as citizens

#### FEATURED SOURCE(s) *may include*

*What Can a Citizen Do?* book by Dave Eggers  
["A Better Place"](#) song by Playing for Change (audio only, optional, starting at 0:25)  
*Standing Up for Fairness* book by Frank Murphy  
*What Can a Citizen Do?* book by Dave Eggers  
*Grace Goes to Washington* book by Kelly DiPucchio  
 YOU CHOOSE: Presley Talks About the Government [Video](#)  
 How Kids Make Things Fair [video](#)

#### SUPPORT QUESTION 2

How do citizens in a community make informed choices?

#### FORMATIVE ASSESSMENT TASK

Assess content understanding; look for:  
 -Accurately identifies statements of fact or opinion  
 -Provides evidence to support an opinion about which pet the class should get

Assess content understanding; look for:  
 -Gives examples to describe ways to be informed (listen to other points of view, distinguish fact from opinion, analyze different types of media and sources, choose sources carefully)

#### FEATURED SOURCE(s) *may include*

*I Voted: Making a Choice Makes a Difference* book by Mark Shulman  
 "Fact and Opinion: English for Kids" [video](#) from Mind Blooming (to 2:18)  
 "MediaWise: What Is the Media?" [video](#) from safeFoodTV

#### SUPPORT QUESTION 3 (if applicable)

How can people stand up for fairness?

#### FORMATIVE ASSESSMENT TASK

Assess progress toward Success Criteria and application of feedback; look for:  
 -Uses evidence to identify how someone took action to stand up for fairness  
 -Identifies a way they can take action to stand up for fairness, related to an historical example  
 -Illustration represents the action  
 -Revisions show progress toward Success Criteria

Assess content understanding; look for:  
 -Gives examples of actions people can take to stand up for fairness  
 -Uses evidence from the source to identify problems, actions, or impacts  
 -Uses evidence to describe similarities and differences between the past and present

#### FEATURED SOURCE(s) *may include*

#### SUPPORT QUESTION 4 (if applicable)

How do people work for change in their communities?

#### FORMATIVE ASSESSMENT TASK

Assess content understanding; look for:  
 -Identifies a community issue that they would like to address  
 -Describes 1 civic action they can take  
 -Describes their desired outcome

Assess content understanding; look for:  
 -Identifies challenges that communities face  
 -Describes the civic actions people take to address community challenges and their outcomes

#### FEATURED SOURCE(s) *may include*

Girls with Guts! The Road to Breaking Barriers and Bashing Records book by Debbie Gonzales or access the text through Epic!  
What Can a Citizen Do? book by Dave Eggers  
"Women's March Image Analysis" slide [presentation](#)  
Patsy Mink: Ahead of the Majority" [video](#) from Women Make Movies

Carl the Complainer book by Michelle Knudsen  
All the Way to the Top book by Annette Bay Pimentel  
Cool Kids Changing the World book by Laura Hamilton Waxman  
Say Something book by Peter Reynolds  
"An 8-Year-Old Crawled Up the U.S. Capitol Steps to Help Pass the Americans with Disabilities Act" [article](#) from A Mighty Girl  
"10-Year-Old Crayon Activist and Entrepreneur" [video](#) from Scholastic (to 4:10)  
"A Better Place" [song](#) by Playing for Change (audio only, optional, starting at 0:25)

#### SUMMATIVE ASSESSMENT TASK(S)

Students will reflect on learning about citizenship to identify opportunities to work together as citizens for the good of the community, construct an Inquiry Challenge Statement that will guide them in taking informed action for their [Written Product](#) using the [Inquiry Product Rubric Guide](#).

#### CIVIC ENGAGEMENT

Students will reflect on learning about citizenship to identify opportunities to work together as citizens for the good of the community, construct an Inquiry Challenge Statement that will guide them in taking informed action for their [Written Product](#) using the [Inquiry Product Rubric Guide](#).