

# 1st Grade Social Studies



## Prioritized Standards and Instructional Units 2022-2023

<b>UNIT 1:</b> <i>Relevance of Rules</i> <b>18+ Days</b>	<b>UNIT 2:</b> <i>Choices</i> <b>18+ Days</b>	<b>UNIT 3:</b> <i>Community Choices</i> <b>18+ Days</b>
<p align="center"><b>Prioritized Standards for 22-23</b></p> <p align="center"><b>1.I.Q.2</b> Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p align="center"><b>1.I.U.E.2</b> Construct responses to compelling and supporting questions about communities in Kentucky.</p> <p align="center"><b>1.I.CC.4</b> Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.</p>	<p align="center"><b>Prioritized Standards for 22-23</b></p> <p align="center"><b>1.I.Q.2</b> Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p align="center"><b>1.I.U.E.2</b> Construct responses to compelling and supporting questions about communities in Kentucky.</p> <p align="center"><b>1.ICC.2</b> Construct an argument with reasons to address how to improve the local community and Kentucky.</p>	<p align="center"><b>Prioritized Standards for 22-23</b></p> <p align="center"><b>1.I.Q.2</b> Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p align="center"><b>1.I.U.E.1</b> Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</p> <p align="center"><b>1.I.U.E.2</b> Construct responses to compelling and supporting questions about communities in Kentucky.</p> <p align="center"><b>1.I.CC.1</b> Construct an explanation about a specific community in Kentucky.</p>

## Relevance of Rules / Unit 1:

### Suggested Pacing Guide: 18+ Days

<b>Compelling Questions: How do rules make us better off?</b>
<b>Supporting Questions</b> <ul style="list-style-type: none"> <li>● What if we had no rules?</li> <li>● What are the different types of rules?</li> <li>● Why do people follow rules?</li> <li>● What rules help communities?</li> <li>● Who creates rules?</li> <li>● When is it okay to break rules?</li> </ul>

Standards:	Priority or Supporting:
<b>Questioning Standards:</b> 1.I.Q.1 Ask compelling questions about communities in Kentucky.	<b>Supporting</b>
1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.	<b>Priority</b>
Content Standards:	
1.C.CV.1 Describe basic democratic principles.	<b>Supporting</b>
1.C.CV.2 Describe civic virtues.	<b>Supporting</b>
1.C.CP.1 Describe the purpose of Kentucky government.	<b>Supporting</b>
1.C.RR.1 Identify the rights and responsibilities of citizens.	<b>Supporting</b>

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky\\_Academic\\_Standards\\_for\\_Social\\_Studies\\_2019.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)

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(moved to unit 1 from units 5 and 6)	
1.E.IC.1 Predict a person's change in behavior in response to incentives and opportunity costs.	<b>Supporting</b>
1.E.IC.2 Explain how choices are made as a result of scarcity.	<b>Supporting</b>
1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community. (moved to unit 1 from unit 6)	<b>Supporting</b>
1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.	<b>Supporting</b>
1.H.CE.1 Predict the causes and effects of events in their community and state.	<b>Supporting</b>
1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.	<b>Supporting</b>
<b>Using Evidence:</b>	<b>Supporting</b>
1.I.UE.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.	
1.I.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.	<b>Priority</b>
<b>Communicating Conclusions:</b>	<b>Supporting</b>
1.I.CC.1 Construct an explanation about a specific community in Kentucky.	
1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.	<b>Supporting</b>
1.I.CC.3 Identify ways to civically engage in the local community	<b>Supporting</b>
1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.	<b>Priority</b>

## Resource Links:

## Choices / Unit 2:

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky\\_Academic\\_Standards\\_for\\_Social\\_Studies\\_2019.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)

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Page 4

## Suggested Pacing Guide: 18+ Days

<b>Compelling Questions: What makes a choice a good choice?</b>
<b>Supporting Questions:</b> <ul style="list-style-type: none"> <li>● What choices do I make?</li> <li>● What affects my choices?</li> <li>● What choices do people make about their environment?</li> <li>● What choices do people make with their money?</li> <li>● What makes one choice better than another?</li> <li>● How do choices change over time?</li> </ul>

<b>Standards:</b>	<b>Priority or Supporting:</b>
<b>Questioning Standards:</b> 1.I.Q.1 Ask compelling questions about communities in Kentucky.	<b>Supporting</b>
1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.	<b>Priority</b>
<b>Content Standards:</b>	
1.C.CV.1 Describe basic democratic principles.	<b>Supporting</b>
1.E.IC.1 Predict a person's change in behavior in response to incentives and opportunity costs.	<b>Supporting</b>
1.E.IC.2 Explain how choices are made as a result of scarcity.	<b>Supporting</b>
1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers) (moved to unit 2 from unit 4)	<b>Supporting</b>

1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods. (moved to unit 2 from units 4, 5, 6)	<b>Supporting</b>
1.E.KE.1 Identify and describe what goods and services are produced in different places and regions in Kentucky. (moved to unit 2 from units 4 & 6)	<b>Supporting</b>
1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.	<b>Supporting</b>
1.G.MM.1 Explain why and how people and goods move to and within communities.	<b>Supporting</b>
1.G.HE.1 Describe ways people modify their environment (moved to unit 2 from unit )	<b>Supporting</b>
1.H.CE.1 Predict the causes and effects of events in their community and state.	<b>Supporting</b>
1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.	<b>Supporting</b>
1.H.KH.1 Compare life in Kentucky in the past to life in Kentucky today.	<b>Supporting</b>
<b>Using Evidence:</b> 1.I.UE.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.	<b>Supporting</b>
1.I.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.	<b>Priority</b>
<b>Communicating Conclusions:</b> 1.I.CC.1 Construct an explanation about a specific community in Kentucky.	<b>Supporting</b>
1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.	<b>Priority</b>
1.I.CC.3 Identify ways to civically engage in the local community.	<b>Supporting</b>
1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.	<b>Supporting</b>

## Community Choices / Unit 3

### Suggested Pacing Guide: 18+ Days

<b>Compelling Questions: What choices do we make in our community?</b>
<b>Supporting Questions:</b> <ul style="list-style-type: none"> <li>• How does location help us make choices?</li> <li>• How do we decide what to spend our time on?</li> <li>• How do we decide what to spend our money on?</li> <li>• Why is Boone County good for business?</li> <li>• How might rules and laws change our choices?</li> <li>• What choices bring communities together?</li> </ul>

Standards:	Priority or Supporting:
<b>Questioning Standards:</b>	<b>Supporting</b>
1.I.Q.1 Ask compelling questions about communities in Kentucky.	
1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.	<b>Priority</b>
<b>Content Standards:</b>	
1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose.	<b>Supporting</b>
1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).	<b>Supporting</b>
1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.	<b>Supporting</b>
1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.	<b>Supporting</b>
1.E.IC.1 Predict a person’s change in behavior in response to incentives and opportunity costs.	<b>Supporting</b>
1.E.KE.1 Identify and describe what goods and services are produced in different places and regions in Kentucky.	<b>Supporting</b>

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1.G.MM.1 Explain why and how people and goods move to and within communities.	<b>Supporting</b>
1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.	<b>Supporting</b>
<b>Using Evidence:</b>	<b>Priority</b>
1.I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.	<b>Priority</b>
1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.	<b>Priority</b>
<b>Communicating Conclusions:</b>	<b>Priority</b>
1.I.CC.1 Construct an explanation about a specific community in Kentucky.	<b>Supporting</b>
1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.	<b>Supporting</b>
1.I.CC.3 Identify ways to civically engage in the local community.	<b>Supporting</b>
1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.	<b>Supporting</b>

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