

Grade 1 Social Studies Curriculum Overview Document

AASD Instructional Framework for Social Studies

The answers to tomorrow's problems cannot be found in the back of a textbook. The skills needed in the modern workplace are not practiced on a worksheet. In the Appleton Area School District, inquiry-based social studies is a student-centered learning process that differentiates learning and assessment while promoting a growth mindset through self and peer reflection. Inquiry starts with a compelling question, moves through a rigorous investigation and culminates in an argument or action. The inquiry-based curriculum develops the skills and builds content knowledge students need to succeed in the present and the future. An inquiry classroom supports teachers to regularly scaffold students, therefore students are engaged and gain greater independence in the use of these skills. Student voice and choice is honored and fosters a culture of equity and collaboration.

The intentionally-designed curriculum contains rigorous standards-based content in an authentic context that is interesting to students, elevates student work by ensuring a public platform for presentation and encourages lifelong learning. (for example: students are encouraged to think as; economists, historians, political scientists etc...). Teachers are empowered to implement a scope and sequence aligned to the Wisconsin State Social Studies Standards that is integrated with Wisconsin English Language Arts Standards and the Collaborative for Academic, Social, and Emotional Learning Competencies. The curriculum promotes: the reading of diverse and complex texts(primary and secondary), building academic vocabulary, evaluating sources and using evidence when writing from sources.

The social studies curriculum is comprehensive and is built on a model of change that includes: practice-based professional learning, blended curriculum and assessment, instructional leadership, and professional learning communities which helps teachers develop their practice of inquiry. Each unit of inquiry targets 21st Century Skills, which are designed to ensure students are prepared to thrive in college, career, and civic life.

Board Approved

May, 2007

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Required Assessments

Social Studies Balanced Assessment System

Pre-Assessment	The inquiry units contain pre-assessment tasks that provide teachers the opportunity to gauge the prior knowledge and skills of students. These pre-assessments occur at the beginning of the Launch of every unit.
Formative Assessments	The inquiry units include formative assessment tools in every lesson, from teacher checklists to student-created responses. Assessment tools contain or connect to specific look-fors that align to lesson objectives and build toward the objectives of the Inquiry Question. These tools assess understanding and skills across a diverse set of tasks, including written claims, creative responses, and others.
Checkpoint Assessments	Checkpoint Assessments are aligned to the objectives of the Inquiry Question and are designed to check understanding of concepts and development of skills throughout that set of lessons. These tools prompt students to draw conclusions and demonstrate understanding in diverse ways, often through formal performance tasks.

Resources

[Wisconsin Social Studies Standards](#)

[Grade 1 AASD Essential Social Studies Standards](#)

[inquirED Inquiry Journeys Scope and Sequence](#)

inquirED Platform- Lesson materials and resources for each social studies unit

inquirED Embedded Learning- Research-based strategies and support for teachers inside every lesson

AASD Guiding Principles for Teaching and learning K-6 Social Studies

- Inquiry is at the heart of social studies and surrounds the content
- Social studies prepares our students for work, life, and citizenship
- Creativity, collaboration, communication, critical thinking, problem solving are valued
- Social studies should be intra and interdisciplinary with explicit integration with ELA, complimenting each other
- Social studies must regain a more balanced and elevated role in K-12 curriculum

AASD Foundations for K-6 Social Studies

Inquiry- Teaching social studies content incorporating the inquiry arc offers students the opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines. Inquiry can and should be used within all social studies disciplines and, as such, is an “umbrella strand” covering all content strands. The proper use of the inquiry arc within our classrooms, along with other thoughtful social studies strategies, will help our students build the intellectual habits of mind that will be with them long after the content is forgotten. It can create in our students the confidence in their own skills to make sense of an increasingly complex world.

Behavior Sciences- Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influence on self and on others.

Economics- Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.

Geography- Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.

History- Students need to understand their historical roots and those of others, and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.

Political Science- Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact.

Social Studies Inquiry Overview

Launch: Inquiry

Inquiry is an exciting and energizing way to engage students' hearts and minds while covering content and meeting standards. When students are curious, they focus more clearly and look more deeply. Teachers launch inquiry by creating an active and lively space where children make choices and take responsibility for their own learning. Students learn ways to demonstrate their own curiosity while investigating themselves and their classmates. They are encouraged to ask questions and keep track of new learning. During launch, students partner up to gather information, build knowledge, and then share their learning with others.

Compelling Question: How Do We Live a Life of Wonder and Curiosity?

Essential Questions: *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

- How does what I wonder connect to what I know?
- How can I keep track of my new learning?
- How can I combine all the things I have learned?
- How can I share my learning in a variety of ways?

Social Studies Standards

Inquiry: Inq1.a, Inq1.b, Inq2.a, Inq2.b, Inq3.a, Inq3.b, Inq3.c, Inq4.a, Inq4.b

Unit 1: Families Near and Far

A family can take many forms; there's no single definition. Students work together to build an understanding of family that is inclusive while identifying the various roles and responsibilities that contribute to a family structure. They explore what makes their family unique as they develop a mindset of curiosity and appreciation for differences they may encounter among different families and cultures.

Inquiry Question: How Can We Bring Families Together to Form a Stronger Community?

Investigation Modules:

How are families similar and different?

Students explore and appreciate different ways to be a family. They compare and contrast in order to find common ground with one another and identify what makes their families unique.

Why are traditions important?

Students explore a variety of family traditions and develop an inclusive definition of "tradition" as a class. They reflect upon and appreciate their own unique family traditions, and explore how traditions connect us to family, past and present.

How can family members care for one another?

Students explore the different roles and responsibilities family members can have as they reflect upon their own unique family roles and responsibilities. They examine how individual family members can work together to meet one another's needs and wants.

How does our diversity strengthen our community?

Students explore the value of living in diverse communities and examine how families with different structures, traditions, cultures, and backgrounds can work together to make their communities stronger.

Social Studies Standards

Inquiry: Inq1.a, Inq1.b, Inq3.a, Inq4.a, Inq5.a

Behavioral Science: BH2.a, BH2.b, BH3.a

Economics: Econ 1.a, Econ4.b,

Geography: Geog1.b, Geog2.b, Geog3.a

History: Hist2.b, Hist3.c

Political Science: N/A

Unit 2: Our Special Location

Students investigate how location, natural features, and climate shape daily life, and how available goods and services are produced to address community needs and wants. Students learn about interdependence by identifying the web of people that they interact with every day who work to build and sustain the community. They investigate how people come together to show pride and care for the community, and create a variety of representations to capture what makes their location special.

Inquiry Question: How Can We Help Visitors Appreciate Our Special Location?

Investigation Modules:

How can we show others where we are?

Students investigate maps as tools for finding and showing their location in different ways, including as part of their city, state, and country. They learn basic map skills, with a focus on exploring how symbols can be used to represent and identify specific features of the community. After exploring different map types and purposes, they use their growing knowledge of maps and map symbols to create a representation of an important place within their community.

How does the environment shape life here?

Students investigate what is special about their physical environment. They learn to recognize, name, and represent different types of landforms and bodies of water. Then, they explore how people respond and adapt to the local climate. Students reflect on how these factors influence the way people live in local and distant communities. Finally, they create a postcard to represent how these factors shape their own lives.

How does our community meet our needs and wants?

Students investigate how different types of communities are organized. They identify important places in the community where they can meet their needs and wants through buying goods and services. Students investigate products available in their region, and how these and other goods connect them to local and distant places. Finally, students create a representation of some of the ways that needs

and wants are met in their community.

How do people make our community special?

Students investigate roles, relationships, and examples of interdependence between people in a community to identify important contributions that people make within their own community. Then, they make a claim about what makes their location special, and use it as the basis for a newly designed community seal. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Standards

Inquiry: Inq1.a, Inq1.b, Inq3.a, Inq4.a, Inq5.a

Behavioral Science: BH1.a

Economics: Econ4.c

Geography: Geog1.b, Geog2.d, Geog3.b, Geog4.a, Geog5.a, Geog5.b

History: Hist1.a, Hist1.b

Political Science: PS1.a

Unit 3: Civic Engagement

You are never too young to engage in the civic life of your community! In this unit, students explore different forms of participation and investigate key civics topics such as rights, responsibilities, fairness, rules, and laws. Students reflect on ways that they, too, can work together for the good of their community.

Inquiry Question: How can we work together for the good of the community?

Investigation Modules:

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

Students investigate a variety of civics concepts, including rules, laws, rights, responsibilities, fairness, and leadership. They examine how these concepts are interrelated and draw connections between home, school, and the wider community.

How do citizens in a community make informed choices?

Students explore the process of making informed choices, distinguishing between personal choices and those that impact the community. In order to make fair and informed choices, they must gather information, then share opinions and listen to other perspectives respectfully.

How can people stand up for fairness?

Students investigate how people stood up against rules in sports that historically excluded girls and women. They use case studies to identify actions people can take to stand up for fairness, drawing connections for how they too can be champions for change.

How do people work for change in their communities?

Students analyze various case studies about how kids have taken action to address challenges in their community. They learn how to identify a challenge or opportunity and respond with civic action to create a positive change. Then, they use this framework as a model for taking action in their own community. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Standards

Inquiry: Inq1.a, Inq1.b, Inq3.a, Inq4.a, Inq5.a

Behavioral Science: BH4.a

Economics: N/A

Geography: N/A

History: Hist1.a, Hist1.b, Hist3.a, Hist3.b, Hist3.c, Hist4.a

Political Science: PS2.a, PS2.b, PS2.c, PS3.a, PS3.d, PS4.a