Grade 1 Social Studies
Society and Ourselves

Grade(s):	☐ K ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Grade 1		
Course Title:	Grade 1: Society and Ourselves		
Prerequisite(s):	Grade 1 Enrollment		
Course Description: *Program of Studies*	In grade 1, students explore democratic principles and values to understand their role in local, national, and global communities while recognizing the contributions of individuals and groups over time. Students use disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communicating knowledge and ideas about the roles and responsibilities of people in communities.		
Course Essential Questions:	● What makes a community successful? ● How do citizens affect change in their community? ● How is someone's life different based on where they live?		
Course Enduring Understandings:	● Symbols serve as representations of democratic principles and American values. ● There are key symbols of democracy that aim to represent equality, justice, and liberty. ● Rules within a classroom environment enable students to learn the difference between right and wrong. ● Rules within the community often reflect the cultural values, norms, and beliefs of that environment.		

	● People within communities often take informed action to evoke change. ● There are various cultural traditions and practices that contribute to the identity of every community. ● There are individuals/groups in local, state, national, and global communities that influence change and progress. ● Different members of their school and town communities play important roles in helping others. ● Primary sources, oral histories, and multimedia resources may amplify the voices and experiences of marginalized communities. ● Human actions such as community beautification, environmental preservation, and cultural traditions shape the environmental landscape of a community. ● People live in different types of communities, such as rural, suburban, and urban communities. ● A place's environment shapes how humans interact with that place. ● Humans are affected by and change the environment in which they live. ● The economy depends on the flow of goods among local, state, national, and global communities.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A
Course Materials/Resources:	*Studies Weekly*	
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☐ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance	**Unit 1:** Contributing in a Democratic Society (~4-6 weeks)	

(Units):	**Unit 2:** Honoring the Past and Present (~4-6 weeks) **Unit 3:** Global Communities (~4-6 weeks)

Unit Number and Title:	**Unit 1:** Contributing in a Democratic Society
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Communities in Connecticut aim to engage in and advance democratic principles. In this unit, first graders will explore the role of democratic principles in local, national, and global communities. Students will explore their role in classroom procedures and examine the rules and roles of the communities in which they are engaged. Students will also create and analyze compelling questions about communities, identify facts to answer these questions, and determine the sources needed to answer them.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 1.Civ.8. a. Describe how the Pledge of Allegiance and classroom procedures promote democratic principles (e.g., equality, justice, liberty, republicanism). 2.Civ.8.a. Describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community. 1.Civ.8. b. Describe how symbols of the United States illustrate democratic principles (e.g., Great Seal of the United States, Flag of the United States, Statue of Liberty, America the Beautiful, Bald Eagle). 1.Civ.12. a. Identify and explain the role of rules in the community (e.g., bike helmets, car seats, crosswalks, stoplights). 1.Geo.9. a. Describe types of businesses and their connection to their physical environment (e.g., agriculture, financial centers, power generation, shipping). 1.Eco.4. a. Describe goods and services produced locally and in other communities (e.g., raw materials, electronics, food, clothing). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*

	1.Inq.1. a. Explain why a compelling question about community members is important to the student. 1.Inq.1. b. Identify facts and concepts related to compelling and supporting questions. 1.Inq.1. c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.
Essential Question(s):	● What makes a community successful?
Enduring Understanding(s):	● Symbols serve as representations of democratic principles and American values. ● There are key symbols of democracy that aim to represent equality, justice, and liberty. ● Rules within a classroom environment enable students to learn the difference between right and wrong. ● Rules within the community often reflect the cultural values, norms, and beliefs of that environment. ● Ideas spread within communities in a variety of ways to spark innovation. ● People within communities often take informed action to evoke change. ● There are various cultural traditions and practices that contribute to the identity of every community.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the classroom procedures that promote democratic principles. ○ Patriotism ○ Pledge of Allegiance ● how governments make decisions. ○ democracy ○ governments ○ voting ○ elections ● how symbols of the United States illustrate democratic principles. ○ American Flag ○ the Statue of Liberty ○ the Bald Eagle

	○ The National Anthem ○ The Liberty Bell ○ The White House ○ The Capitol Building ● the role of rules in their community. ○ rules ○ laws ● how people and the government provide services to the community. ○ taxes ○ safety ○ health ○ education ○ recreation ○ roads ● types of businesses and their connection to their physical environment. ○ agriculture ○ industry ○ services **Skills:** (Students will be able to…) ● describe how the Pledge of Allegiance and classroom procedures promote democratic principles and classroom principles. ● recognize the symbols of America, including the Flag, the Statue of Liberty, and the Bald Eagle. ● describe how governments make laws for people. ● explain the rules of the community and the rules of the classroom. ● explain how the government provides services to the community. ● explain how community helpers have improved Fairfield.

Unit Number and Title:	**Unit 2:** Honoring the Past and Present
Duration:	4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Learning about the history of influential individuals/ groups in local, state, national, and global communities provides a way for citizens to show respect and honor to significant events in the past and the present. In this unit, first graders will evaluate the contributions of diverse individuals/ groups over time and examine different types of sources that depict their community and country's history, such as artifacts, historical markers, monuments, and symbols. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 1.His.3. a. Generate questions about significant individuals or groups from the past in our community or country (e.g., gender inclusive members of the Black, Latino, Indigenous, Asian American and Pacific Islander, White, LGTBQ+, disabled, and religious communities). 1.His.9. a. Identify different kinds of sources that talk about a community's history (e.g., artifacts, historical markers, monuments, symbols). 1.Geo.5. a. Describe how human actions can affect the cultural and environmental characteristics of the community (e.g., community beautification, community planning, environmental preservation, national parks and monuments, water use). 1.Geo.6. a. Describe cultural and environmental characteristics of a variety of diverse communities (e.g., art, built environment, foodways, language, memorials, physical features, traditions). 1.Civ.14. a. Explain how people have worked to improve their communities in the past and present (e.g., supporting local businesses, conserving land for recreation and wildlife protection, philanthropy). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*

	1.Inq.2. a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content. 1.Inq.3. a. Gather information from one or two sources to answer a question about the roles and responsibilities of individuals and groups within and among communities. 1.Inq.3. b. Evaluate a source by distinguishing between fact and opinion. 1.Inq.4. a. Construct arguments with reasons.
Essential Question(s):	● How do citizens affect change in their community?
Enduring Understanding(s):	● There are individuals/groups in local, state, national, and global communities that influence change and progress. ● Different members of their school and town communities play important roles in helping others. ● Primary sources, oral histories, and multimedia resources may amplify the voices and experiences of marginalized communities. ● Human actions such as community beautification, environmental preservation, and cultural traditions shape the environmental landscape of a community.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● ~~s~~imilarities and differences between life past and present. ● how people in the past and present can influence change in their community. ○ government leaders ○ George Washington ○ Thomas Jefferson ○ John Adams ○ Benjamin Franklin ○ James Madison ○ Alexander Hamilton ○ Martin Luther King Jr. ○ Susan B. Anthony ● important documents that establish democratic principles. ○ Declaration of Independence

	○ The Constitution ○ The Bill of Rights ○ Freedom of Religion ○ Freedom of Speech ○ Freedom of the Press ○ Right to Assemble ○ Right to Petition the Government ○ voting ● the characteristics of responsible citizens. ○ truthfulness ○ fairness ○ respect ○ equality ● how human actions can affect the cultural and environmental characteristics of the community. ○ roads ○ bridges ○ Parks ○ monuments ● cultural and environmental characteristics that make diverse communities. ○ celebrations/holidays ○ traditions ○ food ○ language ○ monuments ○ historical markers **Skills:** (Students will be able to…) ● identify significant individual or group contributions from their community's or country's history made by people of diverse backgrounds (e.g., Martin Luther King, Jr, Susan B Anthony, and the founding fathers).

	● read a primary source and distinguish between fact and opinion. ● identify different kinds of sources that talk about their community's history (e.g., Constitution, Declaration of Independence, Bill of Rights). ● describe how human actions affect the cultural and environmental characteristics of the community (e.g., roads, bridges, parks). ● describe cultural and environmental characteristics of a variety of diverse communities (e.g., holidays and traditions from the classroom population).

Unit Number and Title:	**Unit 3:** Communities Near and Far
Duration:	4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Various communities exist throughout the world. In this unit, first graders will explore local, state, national, and global communities. Additionally, students will acknowledge the role they play as individuals in the global community, examine how disasters (natural or human-induced) can alter the physical aspects of a place, inquire about how people within communities modify their interactions with the community, and explore trading systems within and between communities.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 1.Geo.2. a. Identify where a student's community is located on different types of maps (e.g., cultural, physical, political). 1.Geo.2. b. Use maps, graphs, photographs, and other representations to describe how geographic features affect how people live around the globe (e.g., land use, natural resources, water access). 1.Geo.3. b. Use maps, globes, and other simple geographic models to identify the location of countries and continents. 1.Geo.3. c. Use maps to identify cultural and environmental characteristics of places around the globe to which students have connections (e.g., family heritage, places they have visited or want to visit). 1.Geo.4. a. Explain the impact of weather, climate, and environmental characteristics on the way people live around the globe (e.g., natural hazards, seasons, agriculture, housing, physical features). 1.Eco.14. a. Describe why people in one country trade goods with people in another country. 1.Geo.7. a. Explain why and how people and goods move around the world (e.g., families moving, trade, travel). 1.Geo.8. a. Compare how urban, suburban, and rural communities use local and distant environments to meet their daily needs (e.g., agriculture, goods, housing, open space, transportation).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards 1.Inq.1. c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. 1.Inq.2. a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content. 1.Inq.3. a. Gather information from one or two sources to answer a question about the roles and responsibilities of individuals and groups within and among communities. 1.Inq.4. b. Construct explanations using correct sequence and relevant information. 1.Inq.4. d. Present a summary of an argument using print, oral, or digital technologies.
Essential Question(s):	● How is someone's life different based on where they live?
Enduring Understanding(s):	● People live in various types of communities, including rural, suburban, and urban communities. ● A place's environment shapes how humans interact with that place. ● Humans are affected by and change the environment in which they live. ● The economy depends on the flow of goods among local, state, national, and global communities.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● that location and geographic features affect how people live. ○ Landforms ■ Continents ■ Mountains ■ Coastal plains ■ Deserts ■ valleys ○ bodies of water ■ Ponds ■ Lakes

- Rivers
- Oceans
- natural resources
- culture
- transportation

- the location of countries and continents on maps and globes.
  - cardinal directions
- where common goods and products come from and how they are traded.
  - goods
  - services
  - economics
- the reasons why countries choose to trade with other countries.
  - supply
  - demand
- the impact of environmental characteristics on the way people live around the globe.
  - weather
  - climate
- how people and goods move around the world.
  - trade
  - travel
- types of communities.
  - urban
  - rural
  - suburban

Skills: (Students will be able to…)

- use maps and other representations to identify and describe the location of their community.
- use maps, graphs, photographs, and other representations to describe how geographic features affect how people live around the globe.

	● use maps, globes, and other simple geographic models to identify the location of countries and continents. ● identify and describe how goods and products are traded. ● explain the impact of weather, climate, and environmental characteristics on the way people live around the globe. ● explain how the products people buy connect them to places around the world. ● describe why people in one country trade goods with people in another country. ● compare urban, suburban, and rural communities' environments. ● describe the goods and services produced locally and compare them to those produced by other communities (e.g., urban, suburban, rural goods and services)