

# SOCIAL STUDIES

## First Grade

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### Unit 1 Civics/Government

#### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do rules, rights, and responsibilities help us work together and become good leaders?

#### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students focus on the basic concepts of rules and laws as they apply to family, school, and being citizens of Kansas and the United States. Students will recognize that rules have positive, negative, and unintended consequences. They will explain the responsibilities that go along with rules and rights. They will investigate the shared ideals within societies. Students will examine various civic virtues. They will analyze the qualities of being a leader and leadership in their home and school. They will demonstrate an understanding of self-efficacy, collaboration, assertiveness and empathy. Students will analyze rights and responsibilities they have at home and school and understand why and how benefits are granted, shared, or limited. They recognize that people can make rules and leaders can enforce those rules both at home and at school.

#### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

#### Content

- What is a rule, and why is it important for everyone to follow rules?
- What is a civic virtue, and how can we show it in our class or family?
- How do leaders help us at school and at home?

#### Process

- How can we work together to create fair rules for our classroom?
- What happens if we don't follow rules at home or in school?
- What qualities make someone a good leader, and how can we show those qualities in our daily actions?

## Reflective

- Why is it important for a leader to be fair and respectful to others?
- How can you show leadership in your classroom or at home?
- When have you worked with others to solve a problem in a kind way?

## Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Focus Standard 2: Individuals have rights and responsibilities.
  - The student will **recognize and evaluate** the rights and responsibilities of people living in societies.
  - The student will **analyze the context** and **draw conclusions** about rights and responsibilities.
  - The student will **investigate and connect** the rights and responsibilities of individuals with contemporary issues.
  - The student will use their understanding of rights and responsibilities to **make a claim** or advance a thesis **using evidence and argument**.

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### Unit 2

#### Geography

#### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do our rights and responsibilities help us care for the places we live, learn, and play?

#### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students will recognize maps and globes as models of earth and representations of the earth's features. Students will make maps to represent locations important to them. They will examine the existence and interaction of natural and human-made features of their school surroundings. They will investigate and evaluate how the physical and human environment impacts their family (e.g. choices of clothing, housing, crops, recreation, and cultural practices). Students will use their understanding about the physical environment to identify rights and responsibilities to be good stewards in maintaining or improving the quality of their environment.

#### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

#### Content

- What is the difference between natural features and human-made features?
- What do maps and globes show us about where people live and what is around them?
- How does the weather in Kansas affect what we wear and the activities we do?

#### Process

- How can we tell if someone is being responsible in a shared space at school?
- What happens if we don't take care of natural or human-made spaces at our school?

- Why do farmers need to take care of the land, and how do they do it?

### **Reflective**

- What is one thing you can do to take care of our school or neighborhood?
- How does having both rights and responsibilities help everyone enjoy our school spaces?
- How does your family show responsibility for the environment at home or in your community?

### **Standards**

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Focus Standard 2: Individuals have rights and responsibilities.
  - The student will **recognize and evaluate** the rights and responsibilities of people living in societies.
  - The student will **analyze the context** and **draw conclusions** about rights and responsibilities.
  - The student will **investigate and connect** the rights and responsibilities of individuals with contemporary issues.
  - The student will use their understanding of rights and responsibilities to **make a claim** or advance a thesis **using evidence and argument**.

# SOCIAL STUDIES

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### Unit 3

#### Civics/Government

#### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do rules, rights, and responsibilities help us work together and make our community a better place?

#### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students focus on the basic concepts of rules and laws as they apply to family, school, and being citizens of Kansas and the United States. Students will recognize that rules have positive, negative, and unintended consequences. They will explain the responsibilities that go along with rules and rights. They will investigate the shared ideals within societies. Students will examine various civic virtues. They will analyze the qualities of being a leader and leadership in their home and school. They will demonstrate an understanding of self-efficacy, collaboration, assertiveness and empathy. Students will analyze rights and responsibilities they have at home and school and understand why and how benefits are granted, shared, or limited. They recognize that people can make rules and leaders can enforce those rules both at home and at school.

#### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

#### Content

- What is the difference between a rule, a right, and a responsibility?
- Why do we have different rules at home and at school?
- How do civic virtues impact our school community?

#### Process

- How do rules protect our rights and remind us of our responsibilities?
- How can we work together to make our school a better place?
- What can we do if we see someone not following the rules at school?

## Reflective

- How do rules help us make fair decisions in our community?
- How can we show kindness and respect in our daily actions at school?
- How can we be leaders by showing responsibility and caring for others?

## Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Focus Standard 2: Individuals have rights and responsibilities.
  - The student will **recognize and evaluate** the rights and responsibilities of people living in societies.
  - The student will **analyze the context** and **draw conclusions** about rights and responsibilities.
  - The student will **investigate and connect** the rights and responsibilities of individuals with contemporary issues.
  - The student will use their understanding of rights and responsibilities to **make a claim** or advance a thesis **using evidence and argument**.

# SOCIAL STUDIES

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### Unit 4

#### Economics

#### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can the way we use our money show that we're making smart and kind choices?

#### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students will engage in purposeful and informed decision-making by considering risks and benefits to a decision. Students will recognize that humans use systems of production and exchange to obtain, share, and distribute goods and services. They will investigate that choices made by a family are based on wants, needs, values, and available resources. Students will understand that people earn an income to meet needs and wants. They will evaluate the concept of exchange and how families obtain goods and services. Students will analyze the benefits of saving. They will explore the responsibilities of various jobs.

#### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

#### Content

- What kinds of things would we spend money on right away? What kinds of things would we save for?
- Why are community helpers important, and how do they help people meet their needs?
- Why do people have jobs, and how does their work help themselves and others?

#### Process

- How can we decide if something is a want or a need?
- What steps can we take to choose if we should save, spend, or share our money and resources?
- How do we know if we are making a smart choice with our money?

## Reflective

- Why is it important to save money sometimes instead of spending it right away?
- What might happen if a family spends all their money on wants?
- Why is it important to think before spending money?

## Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Focus Standard 2: Individuals have rights and responsibilities.
  - The student will **recognize and evaluate** the rights and responsibilities of people living in societies.
  - The student will **analyze the context** and **draw conclusions** about rights and responsibilities.
  - The student will **investigate and connect** the rights and responsibilities of individuals with contemporary issues.
  - The student will use their understanding of rights and responsibilities to **make a claim** or advance a thesis **using evidence and argument**.

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### Unit 5 History

#### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How do my choices help me, my family, and my classroom?

#### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

In this unit, students will study history through understanding the role of families. They will recognize important people in their lives, specifically family members. Students will evaluate the responsibility of how different families meet their basic needs for today and in the past. Students will recognize and analyze symbols that represent Kansas and the United States. Students will gain an understanding of the meaning and purpose of various cultural celebrations and flags.

#### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

#### Content

- What are some responsibilities people in your family have to help take care of each other?
- Why were responsibilities important for families a long time ago, and why are they still important today?
- What are some symbols that represent Kansas and the United States?

#### Process

- What might happen if a person didn't do their job in a family or community?
- What makes your family's celebrations similar to or different from celebrations in other cultures?
- How do symbols help us remember what is important about our state or country?

#### Reflective

- What is one way you can be responsible for helping others at school or at

home?

- How do you feel when someone respects your celebration or tradition?
- What do you notice about yourself when someone helps you or takes care of you?

## Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- Focus Standard 2: Individuals have rights and responsibilities.
  - The student will **recognize and evaluate** the rights and responsibilities of people living in societies.
  - The student will **analyze the context** and **draw conclusions** about rights and responsibilities.
  - The student will **investigate and connect** the rights and responsibilities of individuals with contemporary issues.
  - The student will use their understanding of rights and responsibilities to **make a claim** or advance a thesis **using evidence and argument**.