

First

Social Science Standards

Civics (1.C)			
Concept	Standard	Lessons	Other examples:
Political Institutions (C.PI)	1.C.PI.1 Explain the purpose of local government.	 Health-U1 L04: Who Knows the Rules?  TH/SH Health Lesson: Potlatch	• Public schools & parks • Public libraries • Roads and highways • Local government such as town councils or school boards • Public transportation
Identity, Roles, and Responsibilities (C.IR)	1.C.IR.2 Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, monuments, figures, and celebrations of the community and the diverse social and ethnic groups in Oregon and the United States of America.	 CKLA D7  TH/SH SS Lesson: Tribal Flags  TH/SH SS Lesson: Salmon's Journey	• US and Oregon flags • Historic individuals • Bald eagle and beaver • Statue of Liberty

		JA Our Families Session 1	
	1.C.IR.3 Discuss the benefits, expectations, and responsibilities of belonging to various types of groups.	 Health-U1 P04: Quilt of Differences Being a part of a group PAX Leader	• Family • Classroom • School • Neighborhoods, town, city, state, country • Teams and clubs • Congregation
Democratic Principles (C.DP)	1.C.DP.4 Define important concepts and values of civic life.	 CKLA D3, D7, D9  Th/SH ELA Lesson: Powwow	• Fairness and unfairness • Equality and equity • Inclusion and exclusion • Rights and responsibilities • Harm and repair
Civic Engagement (C.CE)	1.C.CE.5 Identify rules and describe the responsibilities of leaders and team members when participating in rule making and group activities.	 TH/SH ELA Lesson: Powwow Celebrations	• Listening • Helping • Organizing • Setting an example • Including everyone

Geography (1.G)			
Concept	Standard	Lessons	Other examples:
Geographic Reasoning (G.GR)	1.G.GR.1 Identify and construct maps representing familiar places utilizing information from legends and keys.	 CKLA D5 Activity Page 4.1	• Scale • Cardinal directions • Symbols • Colors
	1.G.GR.2 Locate and identify important locations in the community.	 CKLA D5 Activity Page 2.1  TH/SH SS Lesson: Salmon's Journey	• School • Library • Fire department • Cultural places
	1.G.GR.3 Locate and explain that a capital city is the center of government for a state or nation.	 CKLA D5 Activity Page 6.1	• Absolute location • Relative location
Migration and Movement (G.MM)	1.G.MM.4 Explain why and how people move to and within communities.	 TH/SH SS Lesson: Understand - ing Treaties and Data	• From other countries • From other states • From other cities

Human Interaction and Interconnection (G.HI)	1.G.HI.5 Demonstrate understanding that people from various parts of the world can have diverse ways of living, customs, and languages and all deserve respect.	 CKLA D9	• Family structures • Holidays • Foods
Human Environmental Interaction (G.HE)	1.G.HE.6 Provide examples of local natural resources and describe how people use them.	 TH/SH SS Lesson: Salmon's Journey	
	1.G.HE.7 Describe ways people modify their environment.	 CKLA D9	• Farming and cultivating • Building homes and schools • Road construction • Cleaning up pollution

Economics (1.E)			
Concept	Standard	Lessons	Other examples:
Earning, Saving, and Spending (E.ES)	1.E.ES.1 Identify sources of income.	JA Our Families Session 2	• Gifts • Borrowing • Work wages • Government assistance
	1.E.ES.2 Identify choices and decisions for various uses of money.	 TH/SH ELA Lesson: Powwow JA Our Families Session 2	• Saving • Spending • Contributing
Incentives, Choice, and Consumer Behavior (E.IC)	1.E.IC.3 Explain the difference between a need and a want.	JA Our Families Session 2 & 3	• Food • Water • Clothing • Shelter • Treats • Toys
Micro and Macro (E.MI)	1.E.MI.4 Describe how people are buyers (consumers) and sellers (producers).	 TH/SH Math Lesson: Trading Among Oregon Tribes	• Grocery stores/farmers markets • Lemonade stands • Book stores/authors

	1.E.MI.5 Identify, provide examples of, and distinguish places in communities that provide goods and services.	JA Our Families Session 3	• Grocery store • Doctors Office • Hardware store • Restaurant • School
Specialization, Trade, & Interdependence (E.ST)	1.E.ST.6 Investigate how people can benefit themselves and others by developing specific skills, strengths, and goods.	CKLA D9  TH/SH Trading Among Oregon Tribes	• Creating a product with locally available resources • Trading goods between regions • Offering a service

History (1.H)			
Concept	Standard	Lessons	Other examples:
Continuity and Change (H.CH)	1.H.CH.1 Recognize and document sequential patterns in seasonal events or firsthand experiences, using a calendar, words, and phrases relating to chronology and time.	 CKLA D9	• Day, week, month • Year, decade, century • Ago • BCE/CE • Time Immemorial
Conflict and Cooperation (H.CC)	1.H.CC.2 Describe the use of individual and group characteristics to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful.	JA Our Families Session 1	• Stereotyping • Segregation and discrimination • Community pride • Celebrations • Inclusive policies • Cultural exchange
Cause and Effect (H.CE)	1.H.CE.3 Use primary sources such oral histories or artifacts to develop a	**Ideas: -Star Student with a family timeline added	• Family tree • Photo album • Interviews

	simple timeline of a family's history in sequential order.		
Communities and Pluralism (H.CP)	1.H.CP.4 Examine and understand self-identity and how it fits with the identities of the family, school, and the local community.	 Health-U1 P04: Quilt of Differences I Like Myself	• Age • Interests • Cultural background
	1.H.CP.5 Identify and explain various viewpoints, including those from historically marginalized or underrepresented groups and individuals within our community, regarding local matters.	 TH/SH ELA Lesson: Our Worlds, Our Stories--Exploring Chinuk Wawa Thinking of Others	• Community gardens/land use • Environmentalism • Health and safety

Key:	ALittleSEL
	Be Good People
	Caring School Community Scope & Sequence
	PAX
	Health: Great Body Shop