

Curriculum Map - Social Studies - 1 Social Studies

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire year						
<p>1 Rules and Laws <i>(updated 8/7/20)</i></p>	<p>K-2.SS.Geog2.a.K-1(I) Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.</p> <p>K-2.SS.Geog2.b.2(I) Explain why people have moved to and away from their community</p> <p>K-2.SS.Hist3.a.e(I) Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.PS3.c.1(I) Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).</p>		<ol style="list-style-type: none"> 1. What are some rules that you follow? 2. How do laws help communities? 3. How do community leaders help people? 4. How do government services help us? 5. How can you show respect for the rights of others? 	<p>Use words and visuals to preview the content of the unit.</p> <p>Recognize the needs for rules in the home, school, and community.</p> <p>Explore how rules establish order, provide security, and protect rights.</p> <p>Identify authority figures at school.</p> <p>Recognize the need for fairness in rules.</p> <p>Recognize the need for rules and laws in the community.</p> <p>Give examples of rules and laws that establish order or provide security.</p> <p>Consider the consequences of not having or breaking rules or laws.</p> <p>Construct a simple map, using map symbols.</p> <p>Use a map key to identify places on a map.</p> <p>Discuss how a person becomes a leader.</p> <p>Identify the roles and responsibility of leaders at home, at school, and in the community.</p> <p>Recognize that government services provide for a community's needs.</p> <p>Identify examples of government services.</p> <p>Understand that governments employ a variety of service workers.</p> <p>Identify behaviors that show respect for others.</p> <p>Recognize some of the rights people have. Explore some of the responsibilities that accompany these rights.</p>	<p>Teacher observation Review questions Class discussion Construct simple map Unit 1 test assessment</p>	<p>The Bible is our ultimate rule book. The laws (rules) are the 10 Commandments.</p>
<p>2 Where People Live <i>(updated 8/7/20)</i></p>	<p>K-2.SS.BH2.b.1(I) Understand ways people change and adapt to new situations in places and within a family.</p> <p>K-2.SS.Geog1.a.1(I) Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p> <p>K-2.SS.Geog1.b.1-2(I) Identify physical and human characteristics of a</p>		<ol style="list-style-type: none"> 1. How can a map help you find places? 2. What kinds of land and water does the United States have? 3. How does where people live affect their shelter and transportation? 	<p>Use visuals to determine word meaning.</p> <p>Use words and visuals to preview the content of the unit.</p> <p>Locate on maps children's local community, state, and the United States.</p>	<p>teacher observation class discussion review questions</p>	<p>God made the world and everything in it. We are caretakers of God's world.</p>

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	<p>place using maps, graphs, photographs, and other representations</p> <p>K-2.SS.Geog1.c.1(I) Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p> <p>K-2.SS.Geog2.a.K-1(I) Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.</p> <p>K-2.SS.Geog2.b.2(I) Explain why people have moved to and away from their community</p> <p>K-2.SS.Geog2.d.1(I) Identify and explain differences between rural and urban areas</p> <p>K-2.SS.Geog4.a.2(I) Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p> <p>K-2.SS.Geog5.a.1(I) Provide examples of human changes to the environment surrounding the school or neighborhood.</p> <p>K-2.SS.Geog5.b.2(I) Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used</p>		<p>4. How do people use and save resources? 5. How does weather affect people?</p>	<p>Recognize land and water on a map. Describe the physical characteristics of places and regions. Identify landforms and bodies of water. Compare and contrast rural and urban areas. Describe human characteristics of places and regions. Discuss how where people live affects their shelter and transportation. Give examples of natural resources and how people use them. Describe how people adapt to or modify the natural environment to meet their needs. Explain the need for conservation and recycling. Identify and describe different weather characteristics of places. Describe how weather affects the way people live, including their clothing and recreation.</p>		
<p>3 We Love Our Country <i>(updated 8/7/20)</i></p>	<p>K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments.</p> <p>K-2.SS.BH3.a.2(I) Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).</p> <p>K-2.SS.PS1.a.K-1(I) Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.</p> <p>K-2.SS.PS1.b.1-2(I) Compare contributions of two or more influential people related to the founding of the United States.</p> <p>K-2.SS.PS2.b.2(I) Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.</p>		<p>1. What are the Declaration of Independence and the United States Constitution? 2. What is the Pledge of Allegiance? 3. Why are our country's symbols important? 4. Why do we have national holidays?</p>	<p>Use visuals to determine word meanings. Use words and visuals to preview the content of the unit. Discuss how and why settlers came to America. Understand the history and purposes of the Declaration of Independence and the U.S... Constitution. Recognize the flag of the U.S. and what it stands for. Recite the Pledge of Allegiance and explain its significance. Explain how the Pledge of Allegiance shows respect for our country. Know and understand symbols of the U.S. and explain their importance. Identify national symbols and landmarks and the people and events associated with them. Understand the significance of our national holidays. Recognize the achievements of the people</p>	<p>teacher observation class discussion review questions unit 3 test assessment</p>	<p>Our country was founded on religious freedom.</p>

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				associated with national holidays,		
<p>4 Our Changing World <i>(updated 8/7/20)</i></p>	<p>K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments.</p> <p>K-2.SS.BH2.a.K-1(I) Describe how groups of people are alike and different.</p> <p>K-2.SS.BH2.b.1(I) Understand ways people change and adapt to new situations in places and within a family.</p> <p>K-2.SS.Geog3.b.2(I) Compare and contrast the different modes of transportation and communication used by families in work and daily lives.</p> <p>K-2.SS.Geog5.a.1(I) Provide examples of human changes to the environment surrounding the school or neighborhood.</p> <p>K-2.SS.Hist2.a.e(I) Identify patterns of what stayed the same to self, family, and community over time.</p> <p>K-2.SS.Hist2.b.e(I) Identify patterns of change to self, family, and community over time.</p> <p>K-2.SS.Hist3.a.e(I) Describe a person or event from the past that reflects your own life in some way.</p> <p>K-2.SS.Hist3.c.e(I) Explain how something from the past can affect your life now.</p>		<p>1. How are the lives of people today different from the lives of people long ago? How are they the same?</p> <p>2. What were schools like long ago?</p> <p>3. What can happen to communities over time?</p> <p>4. How has transportation changed over time?</p>	<p>Use visuals to determine word meaning. Use words and visuals to preview the content of the unit. Compare daily life today and in the past in such areas of home life, work, clothing, games, and festivals. Identify things that have changed and things that have stayed the same across generations of family members. Recognize that some things change over time while others stay the same. Identify tools for learning in the classroom. Compare schools today with schools long ago. Discuss changes that occur in a community over time. Correctly apply terms related to time, including past, present, and future. Recognize how people affect the places where they live. Compare types of transportation used today and long ago. Give examples of how technology has changed transportation. Describe how new forms of transportation have improved the way people live.</p>	<p>teacher observation class discussion review questions unit 4 test assessment</p>	<p>God has allowed inventions to help our country change and grow.</p>
<p>5 Meeting People <i>(updated 8/7/20)</i></p>	<p>K-2.SS.BH2.a.K-1(I) Describe how groups of people are alike and different.</p> <p>K-2.SS.BH2.b.1(I) Understand ways people change and adapt to new situations in places and within a family.</p> <p>K-2.SS.BH3.a.2(I) Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).</p> <p>K-2.SS.Geog2.b.2(I) Explain why people have moved to and away from their community</p> <p>K-2.SS.Hist2.a.e(I) Identify patterns of what stayed the same to self, family, and community over time.</p> <p>K-2.SS.Hist2.b.e(I) Identify patterns of change to self, family, and community over time.</p> <p>K-2.SS.Hist2.c.e(I) Explain how something happening outside of your</p>		<p>1. How have Native Americans affected our culture?</p> <p>2. How have immigrants added to our culture?</p> <p>3. What can folktales tell you about cultures?</p> <p>4. How do people celebrate their cultures?</p> <p>5. How do families meet their needs?</p>	<p>Use visuals to determine word meanings. Use words and visuals to preview the content of the unit. Recognize the elements of culture, including language, dress, food, and stories. Recognize that Native Americans were the first people to live in North America. Understand the ways in which Native Americans have helped define American culture. Understand the ways in which immigrants have helped define American culture.</p>	<p>teacher observation class discussion review questions unit 5 test and assessment</p>	<p>God's created people of all nationalities to work together in His world.</p>

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	<p>home can affect your family</p> <p>K-2.SS.Hist3.a.e(I) Describe a person or event from the past that reflects your own life in some way.</p> <p>K-2.SS.Hist3.c.e(I) Explain how something from the past can affect your life now.</p>			<p>culture.</p> <p>Recognize that immigrants come from countries around the world to make a new home in the United States.</p> <p>Compare varied cultures, drawing from folklore.</p> <p>Understand that folktales teach about the culture from which they originate.</p> <p>Compare the different beliefs and customs of other cultures.</p> <p>Recognize that celebrations help people share their cultures.</p> <p>Describe the roles individuals play in the groups they belong to.</p> <p>Understand that families around the world have the same needs.</p> <p>Recognize that families around the world meet their needs in different ways.</p>		
<p>6 Marketplace <i>(updated 8/7/20)</i></p>	<p>K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments.</p> <p>K-2.SS.Econ1.a.1(I) Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.</p> <p>K-2.SS.Econ1.b.2(I) Predict a person’s change in behavior in response to different potential rewards.</p> <p>K-2.SS.Econ2.a.1(I) Differentiate between buyers (consumers) and sellers (producers).</p> <p>K-2.SS.Econ2.b.2(I) Define product market and categorize prices of products in a local market.</p> <p>K-2.SS.Econ2.c.2(I) Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>K-2.SS.Econ3.a.1(I) Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).</p> <p>K-2.SS.Econ3.b.1(I) Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.</p> <p>K-2.SS.Econ4.a.2(I) Hypothesize how a good gets to the local community market</p> <p>K-2.SS.Econ4.b.1(I) Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.</p> <p>K-2.SS.Econ4.c.2(I)</p>		<ol style="list-style-type: none"> 1. Why are the goods and services important? 2. What kinds of jobs do people do? 3. Why do people buy and sell? 4. How are goods made in a factory? 	<p>Use visuals to determine word meaning.</p> <p>Use words and visuals to preview the content of the unit.</p> <p>Distinguish between goods and services.</p> <p>Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>Understand why people work</p> <p>Identify the kinds of work that people do in a community.</p> <p>Compare and contrast work for pay and volunteer work.</p> <p>Understand ways people trade money for goods and services.</p> <p>Recognize the purpose of saving ways to save money.</p> <p>Identify examples of markets children experience in their everyday lives.</p> <p>Trace the sequence in a manufacturing process.</p> <p>Determine the resources needed to produce a good.</p>	<p>teacher observation class discussion review questions unit 6 test assessment</p>	<p>God instituted work and jobs for people to do.</p>

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Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.

K-2.SS.Econ4.d.1(I)

Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).