

## 1st Grade - Living, Learning, and Working Together

<b>Unit 1 Compelling Question: CIVICS</b>	<b>Unit 2 Compelling Question: ECONOMICS</b>	<b>Unit 3 Compelling Question: GEOGRAPHY</b>	<b>Unit 4 Compelling Question: HISTORY</b>
How do we help others?	How do our choices affect what we need and want?	How can you show where you live?	In what ways have schools and families changed over time?
<b>K-2 Inquiry Standards</b>			
<i>Creating Essential Questions</i>	SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.		
<i>Creating Supporting Questions</i>			
<i>Determining Helpful Sources</i>	SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and distinguish fact from opinion.		
<i>Gathering and Evaluating Sources</i>	SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information.		
<i>Developing Claims and Using Evidence</i>	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.		
<i>Communicating Conclusions</i>	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.		
<i>Critiquing Conclusions</i>			
<i>Taking Informed Action</i>	SS.K-2.IS.6. With guidance and support, students will reflect on one's inquiry process and findings.		
	SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.		
<b>Civics Standards</b>			
Civic and Political Institutions	SS.1.CV.1. With guidance and support, explain how individuals who live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.		
Participation and Deliberation: Applying Civic Virtues and Democratic Principles			
Process, Rules, and Laws	SS.1.CV.2. Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.		
<b>Geography</b>			
<i>Geographic Representations</i>	SS.1.G.1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.		
<i>Human-Environment Interaction</i>	SS.1.G.2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.		
<i>Human Population</i>	SS.1.G.3. Compare how people in different types of communities use local and world-wide environments to meet their daily needs.		
<i>Global Interconnections</i>			
<b>Economics</b>			
<i>Economic Decision Making</i>	SS.1.EC.1. Explain and give examples of when choices are made that something else is given up.		
	SS.1.EC.2. Describe the skills and knowledge required to produce certain goods and services.		
<i>Exchange and Markets</i>			
<i>National and Global Economy</i>			
<i>Financial Literacy</i>	SS.1.EC.FL.3. Explain how people are compensated for work.		
<b>History Standards</b>			
<i>Change, Continuity, and Context</i>	SS.1.H.1. Create a chronological sequence of multiple events based on current learning.		

<i>Change, Continuity, and Context</i>	SS.1.H.2. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.
<i>Perspectives</i>	SS.1.H.3. With guidance and support, investigate how our perspectives of historical events have changed over time.
<i>Historical Sources and Evidence</i>	
<i>Causation and Argumentation</i>	