

Course/Grade Level: First Grade Social Studies Curriculum

Focus: Students will compare and contrast different families and cultures.

Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.

SS.1.1 Students will demonstrate that rules are important in family culture.

Students will...

SS.1.1.1 ★ recognize that people can make rules and leaders can enforce rules. (C1B511)

Instructional Example: Develop a set of class rules for behavior in different settings: lunch, recess, library. Develop consequences and positive incentives for behavior.

SS.1.1.2 discuss the need for rules in the family, school, and *community* with an understanding of both positive and negative consequences. (C1B111)

SS.1.1.3 identify shared ideals within American *society* (e.g., truth, fairness, justice, loyalty, freedom). (C1B211)

SS.1.1.4 demonstrate leadership qualities by taking on *responsibilities* in the classroom and home (e.g., line leader, passing out papers, keeping room clean). (C1B311)

SS.1.1.5 identify *privileges* as *benefits* which can be granted or taken away (e.g., being first in line, attending a field trip, extended recess time.) (C1B411)

SS.1.1.6 recite his/her phone number

SS.1.1.7 write his/her address

SS.1.1.8 tell his/her parents' or guardians' names

SS.1.2 Students will tell the differences between needs and wants, why people save money, and how people earn wages.

Students will...

SS.1.2.1 ★ model individuals and families cannot have everything they want, so they have to make choices (e.g., having to decide whether to buy a new video game or a pair of shoes). (E1B111)

Instructional Example: Make a choice about a school lunch: A) hot lunch or B) sack lunch. Place emphasis on the fact a choice must be made; having both is not an option.

SS.1.2.2 ★ discuss why people save money in a bank. (E1B311)

SS.1.2.3 model that people have jobs to earn a wage. (E1B511)

SS.1.3 Students will demonstrate how maps and globes are representations or models of specific places.

Students will...

- SS.1.3.1 ★ describe the purpose of maps and globes (model of earth, representation of earth's features). (G1B111)
- SS.1.3.2 ★ locate major geographic locations (United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean). (G1B114)
- SS.1.3.3 ★ map *physical* and *human features* of the school (e.g., physical: hills, creeks, trees; human: play equipment, fences, sidewalks). (G1B211)

SS.1.4 Students will distinguish the difference between the past, present, and future.

Students will...

- SS.1.4.1 ★ describe the *needs* of a family (e.g., food, shelter). (H1B211)
- SS.1.4.2 ★ use a timeline to share the history of a family (e.g., his/her own family, a family from literature). (H1B216)
- SS.1.4.3 ★ identify the office of the president as the leader of the United States and identify the first president and the current president. (H1B112)
- SS.1.4.4 ★ compare types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi, earth lodge, frame house). (H1B214)
- SS.1.4.5 ★ identify types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses). (H1B215)
- SS.1.4.6 ★ put events in chronological order. (H1B411)
- SS.1.4.7 ★ use information to provide details to support a main idea in history. (H1B412)
- SS.1.4.8 describe the different foods produced in Kansas over time (e.g., wheat, corn, soybean, sunflowers, livestock.) (H1B212)
- SS.1.4.9 recognize the Kansas flag and identify the symbols on it (e.g., motto, stars, American Indians and buffalo, farmer plowing, pioneers and cabin, steamboat, etc.) (H1B312)
- SS.1.4.10 identify some important United States national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Memorial Day.) (H1B313)