

# WGSD Curriculum - Social Studies 1st Grade

## 16-17

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

#### NCSS

- TIME, CONTINUITY, AND CHANGE

- Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.

#### C3 STANDARDS

- Dimension 2, Change, Continuity, and Context

- D2.His.1.K-2. Create a chronological sequence of multiple events.
- D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to understand their historical roots and locate themselves in time.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● sequencing events to establish a sense of order and time.</li> <li>● evaluating the historic impact of individuals and explaining how they had an effect on today's life.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: sequencing, event, order, time, effect.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ comparing artifacts to modern day counterparts to develop a sense of change over time.</li> <li>○ exploring the past using multiple modes.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Famous People</u>
<ul style="list-style-type: none"> <li>● identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.</li> <li>● describing ways that cultural values and traditions are formed or developed by where we live.</li> <li>● identifying factors that influence our culture.</li> <li>● describing patterns found in our culture (what we wear, what we eat, etc.)</li> <li>● comparing artifacts from today and long ago to begin to understand the concept of time.</li> <li>● describe ways people learn about the past.</li> <li>● creating visuals that illustrate the concept of time in the past and present.</li> <li>● identifying ways inventions have improved their life and society as a whole</li> </ul>

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

#### NCSS

- PEOPLE, PLACES, AND ENVIRONMENTS

- Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.

#### C3 STANDARDS

- Dimension 2, Geographic Representations

- D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.
- D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

- Dimension 2, Global Interconnections

- D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.

- Dimension 2, Human-Environment Interaction

- D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.
- D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand the relationships between human beings and their environment.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying elements in their environment that affect their lives.</li> <li>● defining how we use and think about the physical and built environments.</li> <li>● summarizing concerns about the use and abuse of the physical environment.</li> <li>● describing ways people modify and adapt to their environment.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: physical, abuse, modify, adapt.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ constructing and using maps, graphs, and other representations of familiar places.</li> <li>○ describe ways people use and misuse the environment to meet their needs.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Sustainability</u>
<ul style="list-style-type: none"> <li>● identifying elements in their environment that affect their lives.</li> <li>● defining how we use and think about the physical and built environments.</li> <li>● summarizing concerns about the use and abuse of the physical environment.</li> <li>● describing ways people modify and adapt to their environment.</li> <li>● explaining how events have global causes and effects.</li> <li>● assessing how they can make a change in their community or school to impact a global issue.</li> <li>● categorizing products that are produced abroad and sold domestically and products that are produced domestically and</li> </ul>

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sold abroad.

- examining why certain things are only made in certain places.

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

#### NCSS

- INDIVIDUAL DEVELOPMENT AND IDENTITY

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and to the thoughts, feelings, and actions of others. They can also help learners to explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.

#### C3 STANDARDS

- Dimension 2, Participation and Deliberation

- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how individuals interact and the consequences of these interactions.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• applying civic virtues when participating in school settings.</li> <li>• comparing points of view with peers to begin to understand human diversity.</li> <li>• analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> <li>• analyzing the way they interact with others.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• recognizing and recalling specific vocabulary, such as: civic virtues, diversity, analyze.</li> <li>• performing processes such as:               <ul style="list-style-type: none"> <li>o identifying basic human rights</li> <li>o explaining why we honor human rights and needs.</li> <li>o describing their role/position/place in their school, family and classroom.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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### Learning Targets - Communities

- applying civic virtues when participating in school settings.
- comparing points of view with peers to begin to understand human diversity.
- analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)
- analyzing the way they interact with others.
- explaining why civic responsibilities play a role in our lives.
- explaining how to resolve disputes peacefully in the classroom and on the playground.
- identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.
- identifying the difference between wants and needs of an individual.
- listing various ways an individual obtains goods.
- identifying elements in their environment that affect their lives.



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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

#### NCSS

- POWER, AUTHORITY, AND GOVERNANCE

- Teachers of the early grades can assist learners in exploring their natural and developing sense of fairness and order as they experience relationships with others. Learners should develop an increasingly comprehensive awareness of rights and responsibilities. For example, learners can examine the rules, types of authority, and governmental structures of their schools and communities. They can be asked to explore why certain rules exist and what might happen if they did not; why principals, teachers, and other adults at school have particular types of authority; and how rules are made at school and who enforces them. They can investigate rights and responsibilities as they apply to themselves as participants in their schools and communities.

#### C3 STANDARDS

- Dimension 2, Civic and Political Institutions

- D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.
- D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

- Dimension 2, Processes, Rules, and Laws

- D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.

- Dimension 2, Participation and Deliberation

- D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
- D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will understand how power, authority, and governance function in societies and affect their lives.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying power and authority that institutions have that affect their lives.</li> <li>● describing the responsibilities of those in leadership/power roles.</li> <li>● describing ways people can be leaders in different areas of life.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: institution, leadership.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying ways people acquire power and authority.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Communities</u>
<ul style="list-style-type: none"> <li>● applying civic virtues when participating in school settings.</li> <li>● comparing points of view with peers to begin to understand human diversity.</li> <li>● analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> <li>● analyzing the way they interact with others.</li> <li>● explaining why civic responsibilities play a role in our lives.</li> <li>● explaining how to resolve disputes peacefully in the classroom and on the playground.</li> <li>● identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.</li> <li>● identifying the difference between wants and needs of an individual.</li> <li>● listing various ways an individual obtains goods.</li> <li>● identifying elements in their environment that affect their lives.</li> </ul>

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

#### NCSS

- CIVIC IDEALS AND PRACTICES
  - Teachers of the early grades can introduce learners to civic ideals and practices through activities such as involving them in the establishment of classroom rules and expectations and determining how to balance the needs of individuals and the group. In addition, teachers can provide learners the opportunity to view citizenship in other times and places through stories and drama; and in their local community by following current news stories.

#### C3 STANDARDS

- Dimension 4, Taking Informed Action
  - D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- Dimension 2, Participation and Deliberation
  - D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
  - D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
  - D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
  - D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to explain how to participate in society.</p>	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● explaining why civic responsibilities play a role in our lives.</li> <li>● explaining how to resolve disputes peacefully in the classroom and on the playground.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: civic, responsibility.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ identifying ways to contribute to the community.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<u>Learning Targets - Communities</u>
<ul style="list-style-type: none"> <li>● applying civic virtues when participating in school settings.</li> <li>● comparing points of view with peers to begin to understand human diversity.</li> <li>● analyzing how they have changed over time (physical development, personal interests, and ideas about who they are and what they believe they can do and achieve)</li> <li>● analyzing the way they interact with others.</li> <li>● explaining why civic responsibilities play a role in our lives.</li> <li>● explaining how to resolve disputes peacefully in the classroom and on the playground.</li> <li>● identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.</li> <li>● identifying the difference between wants and needs of an individual.</li> <li>● listing various ways an individual obtains goods.</li> <li>● identifying elements in their environment that affect their lives.</li> </ul>

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

NCSS

- SCIENCE, TECHNOLOGY, AND SOCIETY

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in their lives and the lives of others. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to understand how science and technology may be used to protect the physical environment, and promote the common good.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will understand how science and technology affect society.	<p>4: Student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● identifying ways inventions have improved their life and society as a whole.</li> </ul> <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● recognizing and recalling specific vocabulary, such as: assessing, inventions, society.</li> <li>● performing processes such as:               <ul style="list-style-type: none"> <li>○ drawing conclusions about how science and technology have improved their life.</li> </ul> </li> </ul> <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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### Learning Targets - Influential People

- identifying how schools, religions, families, governments, and/or businesses play major roles in the lives of people.
- describing ways that cultural values and traditions are formed or developed by where we live.
- identifying factors that influence our culture.
- describing patterns found in our culture (what we wear, what we eat, etc.)
- comparing artifacts from today and long ago to begin to understand the concept of time.
- describe ways people learn about the past.
- creating visuals that illustrate the concept of time in the past and present.
- identifying ways inventions have improved their life and society as a whole.