



# Priority Standards

## Social Studies Topics – 1<sup>st</sup> grade

Description: First grade standards focus on Families and will study the role of individuals in the family, school, as Kansans and Americans through the major social studies disciplines of history, geography, economics, and civics/government. The goal is for students to identify with the world around them and understand their role within it so they can have a frame of reference when studying various disciplines. The standard and benchmarks focus on instruction that integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives. Objectives in red are the priority standard for each unit.

Qtr	TCi Lesson	Objectives
1	Lesson 1: How do we get along in school?	<b>SSC1.2</b> Recognizes and demonstrates the characteristics of good citizenship: Cooperation and Problem solving. <b>SSC1.6</b> Understands that people have different perspectives. <b>2.4</b> The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
	Lesson 2: Why is it important to learn from each other?	<b>SSC1.2</b> Recognizes and demonstrates the characteristics of good citizenship: valuing diversity. <b>SSC1.6</b> Understands that people have different perspectives. <b>SSE1.1</b> Recognizes that people and families cannot have everything they want, so they have to make choices <b>3.4</b> The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.
	Lesson 3: Why do schools have rules?	<b>SSC1.2</b> Recognizes and demonstrates the characteristics of good citizenship: respecting rules and laws. <b>SSC1.4</b> Discusses the need for rules in the family, school, and community. <b>SSC1.5</b> Recognizes that people can make rules and leaders can enforce them. <b>1.4</b> The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.
	Celebrate Freedom Week	
2	Lesson 4: Who works at your school	<b>SSC1.1</b> Analyzes the qualities of being a leader at home, school, and in the larger community. <b>SSE1.4</b> Understands that people and families have jobs that provide goods and services to others in order to earn money in order to meet needs and wants of others. <b>5.4</b> The student will use their understanding of how relationships among people, places and environments are dynamic to make a claim or advance a thesis using evidence and argument.
	Lesson 5: How are we good helpers at school?	<b>SSC1.1</b> Analyzes the qualities of being a leader at home, school, and in the larger community. <b>SSC1.2</b> Recognizes and demonstrates the characteristics of good citizenship: helping others. <b>2.4</b> The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.
	Lesson 6: What is a map?	<b>SSG1.1</b> Makes a map to represent some location important to them. <b>SSG1.2</b> Describes the purposes of maps and globes.
	Lesson 7: What was school like long ago?	<b>SSH1.5</b> Identifies and uses different kinds of primary sources, and describes the purpose of them. <b>SSH1.1</b> Investigates various primary sources to learn more about history. <b>4.4</b> The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.



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3	Lesson 8: What groups do we belong to?	<b>SSC1.2</b> Recognizes and demonstrates the characteristics of good citizenship: valuing diversity. <b>SSC1.6</b> Understands that people have different perspectives. <b>3.4</b> The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.
	Lesson 9: How are families special?	<b>SSG1.3</b> Compares and contrasts their family with a family in another part of the world <b>SSE1.2</b> Evaluates how different families meet their need for shelter and other basic needs. <b>3.4</b> The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.
	President's Day/Leadership SSA Lesson 7 Martin Luther King, Jr. Mini Lesson	
Kansas Day		
4	Lesson 10: What do families need and want?	<b>SSE1.1</b> Recognizes that people and families cannot have everything they want, so they have to make choices. <b>SSE1.2</b> Evaluates how different families meet their need for shelter and other basic needs. <b>5.4</b> The student will use their understanding of how relationships among people, places and environments are dynamic to make a claim or advance a thesis using evidence and argument.
	Lesson 11: How do family members care for each other?	<b>SSE1.2</b> Evaluates how different families meet their need for shelter and other basic needs. <b>SSC1.1</b> Analyzes the qualities of being a leader at home, school, and in the larger community. <b>SSG1.4</b> Identifies ways people can maintain or improve the quality of their environments <b>3.4</b> The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.
	Lesson 12: How do families change over time?	<b>SSH1.1.1</b> Investigates various primary sources to learn more about history. <b>SSH1.5</b> Identifies and uses different kinds of primary sources, and describes the purpose of them. <b>SSC1.4</b> Discusses the need for rules in the family, school, and community. <b>4.4</b> The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.
	Lesson 13: Where do families live?	<b>SSH1.4</b> Asks questions, shares information, and discusses individuals and groups who have made contributions or shaped a significant historical change. <b>SSH1.5</b> Identifies and uses different kinds of primary sources. <b>SSH1.6</b> Generates questions using primary sources as they relate to an historical event or era. <b>5.4</b> The student will use their understanding of how relationships among people, places and environments are dynamic to make a claim or advance a thesis using evidence and argument.
	Lesson 14: What are family traditions?	<b>SSC1.3</b> Recognizes that citizens of states and countries develop symbols and designate holidays that represent their shared ideals. <b>SSG1.3</b> Compares and contrasts their family with a family in another part of the world <b>3.4</b> The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.
	Lesson 15: What do good neighbors do?	<b>SSG1.2</b> Describes the purposes of maps and globes. <b>SSG1.4</b> Identifies ways people can maintain or improve the quality of their environments. <b>SSC1.2</b> Recognizes and demonstrates the characteristics of good citizenship. <b>2.4</b> The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.