

PUSD Social Studies District Instruction Guide (updated 10/23/2019)
Year Long Standards Overview

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Unit 1 <u>Classroom Community</u></p> <ul style="list-style-type: none"> • Civics and Community • Money in My Community <p><u>Civics & Community</u></p> <p>1.C1.1 1.C1.2 1.C1.3 1.C3.1 1.C3.2</p> <p><u>Money in My Community (Economics)</u></p> <p>1.E1.1 1.E1.2 1.E2.1 1.E2.2 1.E3.1 1.E3.2 1.E3.3</p>	<p>Unit 2 <u>Past and Present People and Places</u></p> <ul style="list-style-type: none"> • Mapping My Community • History <p><u>Mapping My Community (Geography)</u></p> <p>1.G1.1 1.G1.2 1.G2.1 1.G3.1 1.G3.2</p> <p><u>History</u></p> <p>1.H1.1 1.H2.1 1.H4.1 1.H4.2</p>	<p>Unit 3 <u>Citizens and Symbols</u></p> <ul style="list-style-type: none"> • History <p><u>History</u></p> <p>1.H1.1 1.H2.1 1.H4.1 1.H4.2</p>	<p>Unit 4 <u>Buyers and Sellers/I am a Social Scientist</u></p> <ul style="list-style-type: none"> • Money in My Community • Investigating My Community <p><u>Money in My Community (Economics)</u></p> <p>1.E1.1 1.E1.2 1.E2.1 1.E2.2 1.E3.1 1.E3.2 1.E3.3</p> <p><u>Investigating My Community (Disciplinary Skills and Processes)</u></p> <p>1.SP1.1 1.SP1.2 1.SP1.3 1.SP2.1 1.SP3.1 1.SP3.2 1.SP3.3 1.SP3.4 1.SP3.5</p>

Grade Level: 1st	Time: Quarter 1
<p>Unit 1 <u>Classroom Community</u></p> <ul style="list-style-type: none"> • Civics and Community • Money in My Community 	<p>Essential Question</p> <p>What does it mean to be respectful, equal, fair?</p> <p>Who decides the rules for a group?</p> <p>Why are rules and laws important?</p> <p>-----</p> <p>What does it mean to be a producer and a consumer?</p> <p>What is the difference between a need and a want?</p>

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	What does it mean to make an income? What is a job and why do people work?		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
<p>Civic virtues and democratic principles are key components of the American political system.</p> <p>1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.</p> <p>1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.</p> <p>1.C1.3 Compare one’s own thoughts and opinions with others’ perspectives.</p> <p>An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</p> <p>1.C3.1 Explain the importance of rules and laws in our community. Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority.</p> <p>1.C3.2 Explain the role and function of local governments. Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community. Key concepts include but are limited to type of government and its leaders including the current Governor and President and Vice President of the United States.</p>	<ul style="list-style-type: none"> • I can tell how I can be respectful, equal, and fair in school and community. • I can agree upon classroom decisions. • I can follow rules of working in a group. • I can compare my thoughts and opinions with others’. • I can explain why rules and laws are important in our community. • I can identify occupations in our community. • I can identify skills and education needed for occupations in our community. 	<p>respect responsibility equality fairness community consensus procedures decision thoughts opinions perspectives rules laws role function local law manage protect community occupations skills education</p>	<p>Econ Ed Link</p> <p>Match Fish Tank (Science and SS)</p> <p>Lessons 1 and 2: Citizenship and Our Social Contract: HERE</p> <p>Lessons 1 and 2: Citizenship and Our Social Contract: HERE</p> <p>Reading Street and Social Studies for Unit 1: HERE</p> <p>*This lesson was made with “Sam, Come Back” but could be used throughout unit 1 as an idea.</p> <p>ThinkLaw Materials: ThinkLawCurriculum</p> <p>ThinkLaw A Tisket, A Tasket (different perspectives)</p> <p>King Midas (greed, decision making)</p>
<p>A financially literate individual understands to manage income, spending, and investment.</p> <p>1.E1.1 Identify different occupations and the</p>	<ul style="list-style-type: none"> • I can tell why it is important to save and spend money. • I can tell how needs and wants affect decision making. 	<p>save spend money needs</p>	

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<p>skills and education needed for those jobs in our community.</p> <p>1.E1.2 Describe reasons to save or spend money.</p> <p>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p> <p>1.E2.1 Explain how needs, wants, availability of resources affect decision making.</p> <p>1.E2.2 Identify the benefits and cost of making various personal decisions.</p> <p>Individuals and institutions are interdependent within market systems.</p> <p>1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</p> <p>1.E3.2 Explain how people in our community earn income.</p> <p>1.E3.3 Explain how people can be producers and consumers in our community.</p>	<ul style="list-style-type: none"> • I can tell how the availability of resources affect decision making. • I can identify the benefits and cost of making various personal decisions. • I can describe the skills, knowledge and sequence of events that are needed to produce goods in our community. • I can describe the skills, knowledge and sequence of events that are needed to produce services in our community. • I can explain how people in our community earn income. • I can explain how people can be producers and consumers in our community. 	<p>wants</p> <p>resources</p> <p>availability</p> <p>decision</p> <p>making</p> <p>benefits</p> <p>cost</p> <p>skills</p> <p>knowledge</p> <p>sequence</p> <p>goods</p> <p>services</p> <p>income</p> <p>earn</p> <p>producers</p> <p>consumers</p> <p>benefits</p> <p>cooperation</p>	
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Grade Level: 1st	Time: Quarter 2		
<p>Unit 2 Past and Present People and Places</p> <ul style="list-style-type: none"> • Mapping My Community • History 	<p>Essential Question</p> <p>Who decides what goes on a map?</p> <p>What are some reasons maps change over time?</p> <p>What stories do maps tell?</p> <p>What information can a map give?</p> <p>How do people adapt to their environment?</p> <p>-----</p> <p>What are some symbols of our country and what ideas and values do they represent?</p> <p>Who are important people in our country, both past and present?</p> <p>Why is knowing one's rights and responsibilities important to citizenship?</p> <p>Why do we celebrate national holidays?</p>		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
<p>The use of geographic representations and tools helps individuals understand their world.</p>	<p>I can use, explore and construct maps and graphs.</p> <ul style="list-style-type: none"> • I can use a grid to locate a place. 	<p>construct</p> <p>maps</p> <p>graphs</p>	<p>Read Works</p> <ul style="list-style-type: none"> • How to Draw a Map • Native American Homes

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<p>1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus.</p> <p style="padding-left: 40px;">Key concepts include but are not limited physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).</p> <p>1.G1.2 Use a grid to locate a place.</p> <p>Human-environment interactions are essential aspects of human life in all societies.</p> <p>1.G2.1 Compare how human activities affect culture and the environment now and in the past.</p> <p style="padding-left: 40px;">Such as agriculture, industrialization, urbanization, and human migration.</p> <p>Examining human population and movement helps individuals understand past, present, and future conditions on earth's surface.</p> <p>1.G3.1 Explain why and how people, goods, and ideas move from place to place.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources. <p>1.G3.2 Compare places past and present as it relates to content focus.</p>	<ul style="list-style-type: none"> • I can compare how human activities affect culture and the environment now and in the past. • I can tell why and how people, goods and ideas move from place to place. • I can compare places past and present. 	<p>rivers lakes mountains landforms desert cities parks hospitals railroad tracks hospitals farms factories grid locate culture environment now past goods Ideas transportation immigration education technology natural resources places</p>	<ul style="list-style-type: none"> • Who Were the Pilgrims? <p>Social Studies for Kids</p> <p>Education.com</p> <ul style="list-style-type: none"> • Wants VS Needs <p>Nat Geo for Kids</p> <p>Match Fish Tank (Science and SS)</p> <p>Reading Street and Social Studies for Unit 2: HERE</p> <p>*Made with "Community Helpers" in unit 2</p> <p>* This would be a perfect unit to bring back visits to local Fire Station if we wanted to.</p> <p>The Stonecutter (Japanese folktale) (Wants vs. needs)</p> <p>National Geographic Neighborhood Map</p> <p>National Geographic Park Map</p> <p>National Geographic: Mapping Storybooks</p>
<p>1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p> <ul style="list-style-type: none"> • Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus. 	<ul style="list-style-type: none"> • I can explain how ideas can contribute to a community. • I can use a variety of sources, such as biographies, artifacts, and newspapers. • I can explain the benefits of working together in a community. • I can identify and describe American 	<p>Biography Primary source Secondary source Innovation Irrigation Architecture Inventions Artifacts</p>	

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<p>1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in our communities past and present.</p> <p>1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.</p> <ul style="list-style-type: none"> • Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols. • Holidays include but are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day. • Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders. <p>1.H4.2 Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day</p>	<p>symbols, such as the Statue of Liberty, American flag, Arizona state flag, bald eagle, etc.</p> <ul style="list-style-type: none"> • I can identify and describe various holidays, and explain their importance, such as President's Day, MLK, and Thanksgiving. • I can identify leaders on the local, state, and national level. • I can describe the qualities of a good leader. • I can identify historical figures in our community, state, and nation. <ul style="list-style-type: none"> ○ Sharlot Hall ○ Viola Jimulla (Chief of Yavapai tribe 1940-1966) ○ John Goodwin (First Governor) ○ Bucky O'Neil (Captain of Rough Riders) 	<p>Cooperation Citizenship Compromise Conflict Origins Documents Landmarks Symbols Leader Monument Tribal Significance Fictional Informational</p>	
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Grade Level: 1st	Time: Quarter 3		
Unit 3 <u>Citizens and Symbols</u> • History	Essential Question What are some symbols of our country and what ideas and values do they represent? Who are important people in our country, both past and present? Why is knowing one's rights and responsibilities important to citizenship? Why do we celebrate national holidays?		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary	<ul style="list-style-type: none"> • I can explain how ideas can contribute to a community. 	Biography Primary source	Read Works <ul style="list-style-type: none"> • MLK

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<p>sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p> <ul style="list-style-type: none"> • Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus. <p>1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in our communities past and present.</p> <p>1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.</p> <ul style="list-style-type: none"> • Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols. • Holidays include but are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day. • Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders. <p>1.H4.2 Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day</p>	<ul style="list-style-type: none"> • I can use a variety of sources, such as biographies, artifacts, and newspapers. • I can explain the benefits of working together in a community. • I can identify and describe American symbols, such as the Statue of Liberty, American flag, Arizona state flag, bald eagle, etc. • I can identify and describe various holidays, and explain their importance, such as President's Day, MLK, and Thanksgiving. • I can identify leaders on the local, state, and national level. • I can describe the qualities of a good leader. • I can identify historical figures in our community, state, and nation. <ul style="list-style-type: none"> ○ Sharlot Hall ○ Viola Jimulla (Chief of Yavapai tribe 1940-1966) ○ John Goodwin (First Governor) ○ Bucky O'Neil (Captain of Rough Riders) 	<p>Secondary source Innovation Irrigation Architecture Inventions Artifacts Cooperation Compromise Conflict Origins Documents Landmarks Symbols Leader Monument Tribal Significance Fictional Informational</p>	<ul style="list-style-type: none"> • George Washington • President's Day <p>Symbols 1.SP3.5, 1.C1.2, 1.C1.3, 1.H4.1</p> <p>The President-1.SP3.5, 1.H4.1, 1.C1.1, 1.C1.2, 1.C1.3, 1.C3.2, 1.C3.3</p> <p>Nat Geo for Kids</p> <p>Social Studies for Kids</p> <p>Smithsonian_K-5 (primary sources)</p> <p>Tolerance.org</p> <ul style="list-style-type: none"> • My Family Journey (Different cultures) <p>Match Fish Tank (Science and SS)</p> <p>Holidays Around the World</p> <p>ThinkLaw Legends of the Evergreen (Holidays)</p> <p>ThinkLaw Little Boy Blue (different perspectives)</p> <p>ThinkLaw Chicken Little (Different sources)</p> <p>Reading Street and Social Studies for Unit 3: HERE and the Lesson Plan HERE</p> <p>*Family Stories and What They Tell us About the Past</p> <p>American Symbols Social Studies Lesson Options HERE</p>
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Grade Level: 1st	Time: Quarter 4		
Unit 4 <u>Buyers and Sellers/I am a Social Scientist</u> <ul style="list-style-type: none"> Money in My Community Investigating My Community 	Essential Question What does it mean to be a producer and a consumer? What is the difference between a need and a want? What does it mean to make an income? What is a job and why do people work? ----- Why is it important to know the order of events? Why is it important to know how past events affect my life? How are different cultures alike and different? Why is it important to be involved in my community? What are ways that I can help my community?		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
<p>A financially literate individual understands to manage income, spending, and investment. 1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community. 1.E1.2 Describe reasons to save or spend money.</p> <p>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. 1.E2.1 Explain how needs, wants, availability of resources affect decision making. 1.E2.2 Identify the benefits and cost of making various personal decisions.</p> <p>Individuals and institutions are interdependent within market systems. 1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</p>	<ul style="list-style-type: none"> I can tell why it is important to save and spend money. I can tell how needs and wants affect decision making. I can tell how the availability of resources affect decision making. I can identify the benefits and cost of making various personal decisions. I can describe the skills, knowledge and sequence of events that are needed to produce goods in our community. I can describe the skills, knowledge and sequence of events that are needed to produce services in our community. I can explain how people in our community earn income. 	save spend money needs wants resources availability decision making benefits cost skills knowledge sequence goods services income earn producers consumers	<p>Econ Ed Link</p> <ul style="list-style-type: none"> Little Red Hen as a consumer/producer <p>Economic Choices 1.E1.2, 1.E2.1, 1.E2.2, 1.E3.2/1.SP3.5</p> <p>Wants VS Needs Poster</p> <p>Nat Geo for Kids</p> <p>Social Studies for Kids</p> <p>Tolerance.org</p> <ul style="list-style-type: none"> My Family Journey (Different cultures) <p>Match Fish Tank (Science and SS)</p>

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<p>1.E3.2 Explain how people in our community earn income.</p> <p>1.E3.3 Explain how people can be producers and consumers in our community.</p> <hr/> <p>Chronological reasoning requires understanding process of change and continuity over time, which means assessing similarities and difference between historical periods and between the past and present.</p> <p>1.SP1.1 Place important life events in chronological order on a timeline.</p> <p>1.SP1.2 Understand how events of the past affect students' lives and communities.</p> <p>1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</p> <p>1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as function and non-fiction.</p> <p>Historians and Social Scientists gather, interpret, and use evidence to develop and answer historical, economic, geographical, and political questions and communicate their conclusions.</p> <p>1.SP3.1 Generate questions about issues in your community past and present.</p> <p>1.SP3.2 With support, identify evidence drawn from multiple sources to answer questions about issues in your community.</p> <p>1.SP3.3 With support, construct and communicate solutions to issues in your community.</p> <p>1.SP3.4 Take group or individual action to</p>	<hr/> <ul style="list-style-type: none"> • I can place important life events in chronological order on a timeline. • I can understand how events of the past affect my life and community. • I can ask questions about people and groups who have shaped a significant historical change. • I can compare different cultures. • I can ask questions about issues in my community from the past and present. • I can use resources to answer questions about issues in my community. • I can come up with and communicate solutions to issues in my community. • I can take action to help address community issues. • I can ask and answer questions about the explanations given. 	<p>benefits cooperation</p> <hr/> <p>chronological timeline events past historical change diverse cultures primary sources secondary sources fiction Non-fiction Issues resources communicate solutions Action issues community explanations</p>	<p>Reading Street and Social Studies for Unit 3: Website HERE and Lesson Plan HERE</p> <p>*Family Stories and What They Tell us About the Past</p> <p>Reading Street and Social Studies for Unit 4: HERE</p> <p>*Made with "Mister Bones" in Unit 4</p> <p>Reading Street Unit 5 and Social Studies: HERE</p> <p>*Created to be an end of unit project/discussion.</p> <p>Read Works</p> <ul style="list-style-type: none"> • All About Money • What Can I Buy? <p>Economics and Money Supplement Lesson: HERE</p> <p>*Created in order to hit economics standards with EngageNY Module 6 Topic E in mind.</p> <p>*Would fit in best towards the end of the year after money is introduced.</p>
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help address community issues. 1.SP3.5 Ask and answer questions about explanations given.			
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