

Preston Social Studies Standards First Grade

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY		
INQ 1 1.1	Explain why the compelling question is important to the student.	
INQ 1 1.2	Identify disciplinary ideas associated with a compelling question.	
INQ 1 1.3	Identify facts and concepts associated with a supporting question.	
INQ 1 1.4	Make connections between supporting questions and compelling questions.	
INQ 1 1.5	Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.	
CT Core Standards: ELA-Literacy – RI.1.1, W.1.7, SL.1.1.		
Key Vocabulary: questioning, opinion (argument), explanation, point of view.		
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS		
History		
<i>Change, Continuity and Context</i>		
Standard	Description	Theme/Content
HIST 1 2.1	Compare life in the past and life today.	Using Evidence to Learn About Our Past; Connecting the Past and the Present.
HIST 1 2.2	Generate questions about individuals and groups who have shaped a significant historical change.	Using Evidence to Learn About Our Past; Connecting the Past and the Present.
Compelling Question	How do past actions of people in our community still influence our community today?	
Supporting Questions	Why are communities constantly changing? What changes them?	
	What cultures and communities were present in my town 25, 50, and 100 years ago? Do they still exist today?	
	What causes people to want to change the community?	
<i>Perspectives</i>		
Standard	Description	Theme/Content
HIST 1 2.3	Compare perspectives of people in the past to those in the present.	Using Evidence to Learn About Our Past; Connecting the Past and the Present; Perspectives and Diversity in Our World; The Relationships between Family, School, and Community.
Compelling Question	Why does what people believe change over time?	

Supporting Questions	How do changes in the community change what people believe?	
	What happens when people do not agree?	
<i>Historical Sources and Evidence</i>		
Standard	Description	Theme/Content
HIST 1 2.4	Identify different kinds of historical sources.	Using Evidence to Learn About Our Past; Connecting the Past and the Present.
HIST 1 2.5	Explain how historical sources can be used to study the past.	Using Evidence to Learn About Our Past; Connecting the Past and the Present.
HIST 1 2.6	Identify the maker, date, and place of origin for a historical source from information within the source itself.	Using Evidence to Learn About Our Past; Connecting the Past and the Present.
HIST 1 2.7	Generate questions about a particular historical source as it relates to a particular historical event or development.	Using Evidence to Learn About Our Past; Connecting the Past and the Present.
Compelling Question	What historical sources can we use to study the past?	
Supporting Questions	How do you and your family remember important events?	
	Where can you go to find information about something important that happened in your community?	
	What type of information do we get from different sources (e.g., photos, letters, newspapers)?	
<i>Causation and Argumentation</i>		
Standard	Description	Theme/Content
HIST 1 2.8	Generate possible reasons for an event or development in the past.	Connecting the Past and the Present; The Relationship between Family, School, and Community.
Compelling Question	Why was each community I belong to formed?	
Supporting Questions	What communities do I belong to?	
	How do the communities I belong to affect who I am and how I live?	
	How has my family and/or community affected who I am?	

Civics		
<i>Civic and Political Institutions</i>		
Standard	Description	Theme/Content
CIV 1 2.1	Describe roles and responsibilities of people in authority (local/state/national, e.g., judge, mayor, governor, police).	The Way We Live Today; Citizenship in Our Community; Perspectives and Diversity in Our World.
CIV 1 2.2	Explain how all people, not just official leaders, play an important role in a community.	The Way We Live Today; Citizenship in Our Community.
CIV 1 2.3	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	The Way We Live Today; Citizenship in Our Community; Perspectives and Diversity in Our World.
Compelling Question	What makes a community successful?	
Supporting Questions	How do the leaders in our community help to make it a good place to live?	
	Who are my role models within my community?	
	What are my roles and responsibilities in my community?	
	How do my actions affect others who live in my community?	
<i>Participation and Deliberation</i>		
Standard	Description	Theme/Content
CIV 1 2.4	Apply civic virtues when participating in school settings.	Democratic Principles and Values; Citizenship in Our Community.
CIV 1 2.5	Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	Democratic Principles and Values; Citizenship in Our Community.
Compelling Question	Why is it important to be an active participant in the communities to which I belong?	
Supporting Questions	What civic values are important in my school and community (e.g., honesty, mutual respect, cooperation, equality)?	
	What makes a good citizen?	
	How can I affect my community?	
	What happens when something is not working in my school or community?	

<i>Processes, Rules, and Laws</i>		
Standard	Description	Theme/Content
CIV 1 2.6	Explain the need for and purposes of rules in various settings inside and outside of school.	Democratic Principles and Values; Citizenship in Our Community.
CIV 1 2.7	Explain how people can work together to make decisions in the classroom.	Democratic Principles and Values; Citizenship in Our Community.
CIV 1 2.8	Identify and explain how rules function in public.	Democratic Principles and Values; Citizenship in Our Community.
CIV 1 2.9	Describe how people have tried to improve their communities over time.	Democratic Principles and Values; Citizenship in Our Community.
Compelling Question	How do rules help the community be a better place to live?	
Supporting Questions	Who makes the rules in my communities?	
	Why might rules change and how can rules be changed?	
	How and why have rules changed from the past to today?	
	Why are some rules different in my home, or my school, or my community?	
Economics		
<i>Economic Decision-Making</i>		
Standard	Description	Theme/Content
ECO 1 2.1	Explain how scarcity necessitates decision-making.	The Way We Live Today; Our Needs as a Community.
ECO 1 2.2	Identify the benefits and costs of making various personal decisions.	The Way We Live Today; Our Needs as a Community.
Compelling Question	How do needs and wants affect how we live?	
Supporting Questions	How do various jobs affect our community?	
	Why is money important?	
	How do members of our community help each other with needs?	
<i>Exchange and Markets</i>		
ECO 1 2.3	Describe the goods and services that people in the local community produce and those that are produced in other communities.	The Way We Live Today; Our Needs as a Community.

ECO 1 2.4	Explain how people earn income.	The Way We Live Today; Our Needs as a Community.
Compelling Question	How do people earn a living within a community?	
Supporting Questions	What goods are produced in the communities you belong to?	
	What jobs are common within the communities you belong to?	
	How are the ways people earn a living today different from how people in our community earned a living 50 years ago? 100 years ago?	
Geography		
<i>Geographic Representations: Spatial Views of the World</i>		
Standard	Description	Theme/Content
GEO 1 2.1	Construct maps, graphs, and other representations of familiar places.	The Role of Geography; Geography and Maps.
GEO 1 2.2	Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.	The Role of Geography; Geography and Maps.
GEO 1 2.3	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	The Role of Geography; Geography and Maps.
Compelling Question	What do maps tell us about the communities we belong to?	
Supporting Questions	What features do you include when creating a map, graph, and other representation of a community you belong to? How are these features chosen?	
	How do you use maps to identify cultural and environmental characteristics of a particular place?	
	How are man-made features represented on maps compared to natural features?	
<i>Human-Environment Interaction: Places, Regions, and Culture</i>		
Standard	Description	Theme/Content
GEO 1 2.4	Explain how weather, climate, and other environmental characteristics affect people's lives in places and regions.	The Role of Geography; Geography and Maps.
Compelling Question	How is someone's life different based on where they live?	

Supporting Questions	How does weather affect the way we live?
	How does the climate affect who lives in a community and the jobs they have?
	How are the ways our town spends money influenced by climate?
DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	
INQ 1 1.6	Gather relevant information from one or two sources while using the origin and structure to guide the selection.
INQ 1 1.7	Evaluate a source by distinguishing between facts and opinions.
INQ 1 1.8	Begins in Grades 3 - 5
INQ 1 1.9	Begins in Grades 3 - 5
CT Core Standards: ELA-Literacy – RI.1.1-10, W.1.1-2, W.1.7-10, SL.1.1, L.1.1. Key Vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify.	
DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION	
INQ 1 1.10	Construct an argument with reasons.
INQ 1 1.11	Construct explanations using correct sequence and relevant information.
INQ 1 1.12	Present a summary of an argument using print, oral, and digital technologies.
INQ 1 1.13	Ask and answer questions about arguments.
INQ 1 1.14	Ask and answer questions about explanations.
INQ 1 1.15	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
INQ 1 1.16	Identify ways to take action to help address local, regional, and global problems.
INQ 1 1.17	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
CT Core Standards: ELA-Literacy – RL.1.1, W.1.1-8, SL.1.1-6, L.1.1-3. Key Vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize.	

Themes and Content First Grade

Themes	Content
<p>Perspectives and Diversity in Our World:</p> <ul style="list-style-type: none"> Analyze the ways in which our school and community are diverse; Examine different forms of cultural expression, including art, literature, music, film, dance, and other forms of fine and performing arts; Explore the different roles played by members of the community. 	<p>The Relationship between Family, School, and Community:</p> <ul style="list-style-type: none"> Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives.
<p>Using Evidence to Learn About Our Past:</p> <ul style="list-style-type: none"> Identify different types of sources of information about our families, school, and community (written documents, photos, online, newspapers, film, museums, fiction); Describe what is learned from a specific photo, newspaper, museum, or other source; Identify the author of a source. 	<p>Citizenship in Our Community:</p> <ul style="list-style-type: none"> Explore the importance of civic virtues and roles within the community that support citizenship; Examine the relationship between the roles of citizens and the functioning of a community.
<p>The Role of Geography:</p> <ul style="list-style-type: none"> Explore the settlement patterns of people in our community; Analyze the impact of physical geography on our school and community (hills, rivers, trees, weather). 	<p>Our Needs as a Community:</p> <ul style="list-style-type: none"> Explore the difference between wants and needs and how a lack of resources affects everyone; Analyze basic functions of earning/spending and the role of money while broadening their perspective of the world.
<p>The Way We Live Today:</p> <ul style="list-style-type: none"> Identify the different types of communities that exist in Connecticut (urban, suburban, rural); Explore the resources, facilities, and businesses in a students' community and their purposes (schools, parks, town hall, stores). 	<p>Geography and Maps:</p> <ul style="list-style-type: none"> Examine map features and functions while drawing conclusions and comparing various locations; Explore man-made and geographical landforms and how we use and need maps.
<p>Democratic Principles and Values:</p> <ul style="list-style-type: none"> Identify key American democratic principles and values such as liberty, freedom, justice, and equality. 	
<p>Connecting the Past and the Present:</p> <ul style="list-style-type: none"> Identify ways in which the lives of people 	

in the past from the community are similar to and different from people today (food, clothing, housing, jobs, education, leisure activities).	
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Inquiry-Based Instruction and Assessments

1st Grade

Inquiry-based instruction is established by Dimension 1, Dimension 3, and Dimension 4 above. Assessment of content knowledge (Dimension 2) is conducted through assessments of CT Core English/language arts standards and vocabulary as identified for each dimension.