

## Social Studies - Grade 1

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Wisconsin Academic Standards for Social Studies](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, first grade students will focus on collaborative inquiry to analyze human behavior and culture to understand democratic principles and ideals through units of study. The units of study that will be covered are: Communities, Responsibilities in a Community, Mother Earth's Resources and Our World Around Us.

### **Enduring Understandings:**

- Meaningful inquiry is constructed in order to gather and evaluate sources to develop claims using evidence to support reasoning.
- The progression and influence of human behavior and culture is examined in order to investigate interactions between individuals and groups within various communities.
- Decisions are made and interactions are analyzed among individuals, households, and businesses to assess wants and needs based on economics reasoning.
- The relationship between humans and the environment is evaluated through examining the impacts of global interconnections and relationships.
- Historical evidence is identified to analyze, recognize, and evaluate patterns of what stayed the same and changed over time related to an event, issue or problem in order to determine cause/effect and consider different points of view.
- Rights, privileges, and responsibilities in a community are interpreted to understand democratic principles and ideals.

### **INQUIRY PRACTICES AND PROCESSES**

- I can ask questions to support a research topic. (SS.Inq1.b.e)
- I can review books, photos, artifacts, websites, and other sources. (SS.Inq2.b.e)
- I can state a claim to answer a question with prompting and support. (SS.Inq3.a.e)
- I can determine which evidence to use to support a claim when answering a question. (SS.Inq3.b.e)
- I can explain how evidence supports a claim. (SS.Inq3.c.e)
- I can communicate conclusions. (SS.Inq4.a.e)
- I can think of ways to help the school and community. (SS.Inq5.a.e)

### **BEHAVIORAL SCIENCES**

- I can describe how groups of people are alike and different. (SS.BH2.a.K-1)
- I can understand how people change and adapt to new situations. (SS.BH2.b.1)
- I can describe types of technology. (SS.BH4.a.e)
- I can demonstrate how technology is used on a daily basis for social and cultural purposes. (SS.BH4.a.e)



## ECONOMICS

- I can explain the difference between a “want” and a “need”. (SS.Econ1.a.1)
- I can describe resources that are important to myself, my family, community, and country. (SS.Econ1.a.1)
- I can explain the difference between consumers and producers. (SS.Econ2.a.1)
- I can identify the cost of everyday goods. (SS.Econ3.a.1)
- I can classify different jobs people have. (SS.Econ4.b.1)
- I can explain how people’s jobs help others. (SS.Econ4.b.1)
- I can explain what tribal institutions do for people. (SS.Econ4.b.1)
- I can give an example of an unplanned cost to an event. (SS.Econ4.d.1)
- I can give an example of a benefit to an event. (SS.Econ4.d.1)

## GEOGRAPHY

- I can use a map or globe to complete a given task. (SS.Geog1.a.1)
- I can explain why I chose a map or globe to complete a given task. (SS.Geog1.a.1)
- I can construct a map of a familiar place. (SS.Geog1.c.1)
- I can classify communities as rural, suburban, urban, or tribal. (SS.Geog2.a.K-1)
- I can explain the differences between rural and urban. (SS.Geog2.d.1)
- I can give examples of human changes to the environment. (SS.Geog5.a.1)

## HISTORY

- I can identify causes of an event, issue, or problem. (SS.Hist1.a.e)
- I can identify effects of an event, issue, or problem. (SS.Hist1.b.e)
- I can identify patterns of change to myself, my family, and my community over time. (SS.Hist2.b.e)
- I can describe a person or event from the past that reflects my life in some way. (SS.Hist3.a.e)
- I can explain how the past affects my life. (SS.Hist3.c.e)
- I can describe the events that led to the creation of a primary source. (SS.Hist4.a.e)
- I can create a primary source about my life. (SS.Hist4.c.e)



## POLITICAL SCIENCE

- I can describe symbols, songs, and traditions that identify our state and country. (SS.PS1.a.K-1)
- I can explain the importance of rules at home, in school, and in the community. (SS.PS1.a.K-1)
- I can compare the rights and responsibilities in our classroom, school, and community. (SS.PS2.a.1-2)
- I can classify the basic rights of all people. (SS.PS2.a.1-2)
- I can identify groups within my school, community, or society. (SS.PS2.c.1-2)
- I can compare the rights and responsibilities of groups within school, community or society. (SS.PS2.c.1-2)
- I can vote on a topic that affects my life. (SS.PS3.a.1)
- I can explain why we have elections. (SS.PS3.b.e)
- I can explain the basic roles of my home, family, school, and community. (SS.PS3.b.e)
- I can identify roles of government for city, state, tribal, country, and global levels. (SS.PS3.c.1)
- I can compare city, state, tribal, country and global levels of government. (SS.PS3.c.1)
- I can identify the role government plays in my life and the lives of others. (SS.PS3.c.1)
- I can predict how people come up with different ideas to solve a problem. (SS.PS3.d.1)