

Oregon Social Science 2024

Grade 1 Standards

TCI Program Name: Social Studies Alive! My School and Family

Domain	Grade 1 Standards (Focus: My School and Family)
Concept	Essential Disciplinary Practices
Standard I. Develop questions for social science inquiry.	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Reading – Explore – Library and Information Literacy</p> <p>How Do We Get Along in School?</p> <p>Student Text – 2 – Places Have Different Water and Landforms</p> <p>Where Do Families Live?</p> <p>Student Text – 3 – We Live in Places with Different Weather</p> <p>Where Do Families Live?</p> <p>Student Text – 4 – Rules Help Us Learn</p> <p>Why Do Schools Have Rules?</p> <p>Student Text – 4 – Where We Live Affects How We Travel</p> <p>Where Do Families Live?</p> <p>Student Text – 5 – Where We Live Affects What We Do for Fun</p> <p>Where Do Families Live?</p> <p>Student Text – Introduction</p> <p>Where Do Families Live?</p> <p>Unit Project – Unit Inquiry Project: Civics</p> <p>Civics</p> <p>Unit Project – Unit Inquiry Project: Economics</p> <p>Economics</p> <p>Unit Project – Unit Inquiry Project: Geography</p> <p>Geography</p> <p>Unit Project – Unit Inquiry Project: History</p> <p>History</p>
Standard II. Use chronological thinking skills, connecting the past	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Reading – Literature – The 100th Day</p> <p>What Was School Like Long Ago?</p> <p>Student Text – 2 – Family Members Grow Older</p>

with the present to recognize continuity and change in human history.	<p>How Do Families Change over Time?</p> <p>Student Text – 2 – Traditions Connect to the Past</p> <p>What Are Family Traditions?</p> <p>Student Text – 4 – Families Belong to Groups</p> <p>What Groups Do We Belong To?</p> <p>Student Text – Summary</p> <p>Why Is It Important to Learn from Each Other?</p> <p>Unit Project – Social Studies Stories – From Buggies to Blastoff!</p> <p>History</p>
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<p>Standard III.</p> <p>Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.</p>	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Citizenship Toolkit: Creating and Conducting an Opinion Survey</p> <p>Civics Library</p> <p>Classroom Activity – Slideshow</p> <p>What Was School Like Long Ago?</p> <p>Current Events Toolkit: Analyzing Current Events</p> <p>Civics Library</p> <p>Current Events Toolkit: Analyzing Photographs and Other Images</p> <p>Civics Library</p> <p>Current Events Toolkit: Analyzing Primary and Secondary Sources</p> <p>Civics Library</p> <p>Current Events Toolkit: Identifying Perspectives</p> <p>Civics Library</p> <p>Current Events Toolkit: Identifying Point of View</p> <p>Civics Library</p> <p>Current Events Toolkit: Recognizing Bias</p> <p>Civics Library</p> <p>Passing the Nineteenth Amendment</p> <p>Civics Library</p> <p>Reading – Explore – Library and Information Literacy</p> <p>How Do We Get Along in School?</p> <p>Reading – Explore – Save the Rainforests</p> <p>How Do Family Members Care for Each Other?</p> <p>Reading – Explore – What They Remember</p> <p>How Do Families Change over Time?</p> <p>Reading – Literature – Deer in Town</p> <p>How Do Family Members Care for Each Other?</p> <p>Reading – Literature – Fact or Fiction? How Can You Tell the Difference?</p> <p>How Are We Good Helpers at School?</p> <p>Reading – Primary Source – A Speech by Clara Barton</p> <p>How Are We Good Helpers at School?</p>
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Reading – Primary Source – Communities in the Past

What Was School Like Long Ago?

Reading – Primary Source – First-Person Narrative

What Groups Do We Belong To?

Reading – Primary Source – George Washington’s Picture

What Was School Like Long Ago?

Reading – Primary Source – Homestead Act

Where Do Families Live?

Reading – Primary Source – Johnny Appleseed

What Do Good Neighbors Do?

Reading – Primary Source – Poster

What Do Families Need and Want?

Reading – Primary Source – President Johnson’s Speech “The American Promise”

How Do We Get Along in School?

Reading – Primary Source – Statue of Liberty Poem

What Do Good Neighbors Do?

Responding to Genocide

Civics Library

Student Text – 2 – Places Have Different Water and Landforms

Where Do Families Live?

Student Text – 3 – We Live in Places with Different Weather

Where Do Families Live?

Student Text – 4 – Where We Live Affects How We Travel

Where Do Families Live?

Student Text – 5 – Where We Live Affects What We Do for Fun

Where Do Families Live?

Student Text – Introduction

Where Do Families Live?

Student Text – Primary Source – President Obama’s Back to School Speech

Why Is It Important to Learn from Each Other?

Student Text – Summary

Where Do Families Live?

Unit Project – Social Studies Stories – Learning About the Dust Bowl

History

Unit Project – Social Studies Stories – Old Family Pictures

History

Unit Project – Unit Inquiry Project: Civics

Civics

Unit Project – Unit Inquiry Project: Economics

Economics

Unit Project – Unit Inquiry Project: Geography

	Geography Unit Project – Unit Inquiry Project: History History Using the Inquiry Process to Solve Problems in Your Community Civics Library
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Standard IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	<u>Social Studies Alive! My School and Family – Third Edition</u> Armistead Lafayette, James (1748–1830) Biographies Barton, Clara (1821–1912) Biographies Carver, George Washington (about 1861–1943) Biographies Chávez, César (1927–1993) Biographies Current Events Toolkit: Identifying Perspectives Civics Library Douglass, Frederick (about 1818–1895) Biographies Heumann, Judy (1947–2023) Biographies King Jr., Martin Luther (1929–1968) Biographies Unit Project – Social Studies Stories – Clara Barton Helped Others History Unit Project – Social Studies Stories – Families Live in Different Places Geography Unit Project – Social Studies Stories – Learning About the Dust Bowl History Unit Project – Social Studies Stories – My Groups: A Native American Perspective Geography
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Standard V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives, intersecting identities,	<u>Social Studies Alive! My School and Family – Third Edition</u> Anderson, Marian (1897–1993) Biographies Douglass, Frederick (about 1818–1895) Biographies Du Bois, W. E. B. (1868–1963) Biographies Economic Discrimination in History
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and diverse understandings of the past and present.	<p>Economics Library Garcia, Hector P. (1914–1996) Biographies Heumann, Judy (1947–2023) Biographies Itliong, Larry (1913–1977) Biographies King Jr., Martin Luther (1929–1968) Biographies Reading – Primary Source – President Johnson’s Speech “The American Promise” How Do We Get Along in School? The Holocaust (6-12) Civics Library Tutu, Desmond (1931–2021) Biographies</p>
Standard VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	<p><u>Social Studies Alive! My School and Family – Third Edition</u> Reading – Explore – Meet Mayor Lee Why Do Schools Have Rules? Reading – Literature – Voting Day How Do We Get Along in School? Unit Project – Social Studies Stories – A Place to Share Civics Unit Project – Social Studies Stories – Taking Care of Earth Geography</p>
Standard VII. Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.	<p><u>Social Studies Alive! My School and Family – Third Edition</u> Reading – Explore – Cooperation and Compromise How Do We Get Along in School? Reading – Explore – How Do Many People Make One Nation? What Groups Do We Belong To? Reading – Literature – How the Zebra Got Stripes What Groups Do We Belong To? Reading – Literature – No More Snakes What Groups Do We Belong To? Reading – Literature – Seven Girls and a Bear What Groups Do We Belong To? Reading – Literature – The Dog Who Brought Rice What Groups Do We Belong To? Reading – Literature – The Spirit of the Forest What Groups Do We Belong To?</p>

	<p>Reading – Literature – The Wombat’s Gift What Groups Do We Belong To?</p> <p>Student Text – Introduction Why Is It Important to Learn from Each Other?</p> <p>Student Text – Summary Why Is It Important to Learn from Each Other?</p> <p>Unit Project – Social Studies Stories – Families Live in Different Places Geography</p> <p>Unit Project – Social Studies Stories – My Groups: A Native American Perspective Geography</p>
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<p>Standard VIII.</p> <p>Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.</p>	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Citizenship Toolkit: Organizing a BUYcott Civics Library</p> <p>Citizenship Toolkit: Organizing a Public Demonstration Civics Library</p> <p>Citizenship Toolkit: Researching a Public Issue Civics Library</p> <p>Reading – Explore – Cooperation and Compromise How Do We Get Along in School?</p> <p>Reading – Explore – How Do Many People Make One Nation? What Groups Do We Belong To?</p> <p>Reading – Literature – Voting Day How Do We Get Along in School?</p> <p>Student Text – Introduction Why Is It Important to Learn from Each Other?</p> <p>Student Text – Summary Why Is It Important to Learn from Each Other?</p> <p>Unit Project – Social Studies Stories – My Groups: A Native American Perspective Geography</p>
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<p>Standard IX.</p> <p>Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more</p>	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Citizenship Toolkit: Posting Opinions on the Internet Civics Library</p> <p>Reading – Explore – Library and Information Literacy How Do We Get Along in School?</p> <p>Student Text – 2 – Places Have Different Water and Landforms Where Do Families Live?</p> <p>Student Text – 3 – We Live in Places with Different Weather</p>
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informed and responsible digital citizens.	<p>Where Do Families Live?</p> <p>Student Text – 4 – Where We Live Affects How We Travel</p> <p>Where Do Families Live?</p> <p>Student Text – 5 – Where We Live Affects What We Do for Fun</p> <p>Where Do Families Live?</p> <p>Student Text – Introduction</p> <p>Where Do Families Live?</p> <p>Unit Project – Unit Inquiry Project: Civics</p> <p>Civics</p> <p>Unit Project – Unit Inquiry Project: Economics</p> <p>Economics</p> <p>Unit Project – Unit Inquiry Project: Geography</p> <p>Geography</p> <p>Unit Project – Unit Inquiry Project: History</p> <p>History</p>
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<p>Standard X.</p> <p>Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.</p>	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Being a Good Citizen</p> <p>Civics Library</p> <p>Citizenship Toolkit: Attending a Public Meeting</p> <p>Civics Library</p> <p>Citizenship Toolkit: Conducting an Effective Meeting</p> <p>Civics Library</p> <p>Citizenship Toolkit: Contacting and Interviewing Experts</p> <p>Civics Library</p> <p>Citizenship Toolkit: Creating and Conducting an Opinion Survey</p> <p>Civics Library</p> <p>Citizenship Toolkit: Engaging in Civil Dialogue</p> <p>Civics Library</p> <p>Citizenship Toolkit: Evaluating Candidates for Public Office</p> <p>Civics Library</p> <p>Citizenship Toolkit: Lobbying on an Issue</p> <p>Civics Library</p> <p>Citizenship Toolkit: Organizing a BUYcott</p> <p>Civics Library</p> <p>Citizenship Toolkit: Organizing a Fundraiser</p> <p>Civics Library</p> <p>Citizenship Toolkit: Organizing a Letter-Writing Campaign</p> <p>Civics Library</p> <p>Citizenship Toolkit: Organizing a Public Demonstration</p> <p>Civics Library</p> <p>Citizenship Toolkit: Planning and Hosting a Community Forum or</p>
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	<p>Debate Civics Library</p> <p>Citizenship Toolkit: Registering and Preparing to Vote Civics Library</p> <p>Citizenship Toolkit: Starting a Civic Organization Civics Library</p> <p>Citizenship Toolkit: Volunteering in a Political Campaign Civics Library</p> <p>Citizenship Toolkit: Writing a Letter to the Editor Civics Library</p> <p>Citizenship Toolkit: Writing a Press Release Civics Library</p> <p>Citizenship Toolkit: Writing and Circulating a Petition Civics Library</p> <p>Citizenship in the Community Civics Library</p> <p>King Jr., Martin Luther (1929–1968) Biographies</p> <p>Leaders Vote for the Community Civics Library</p> <p>Reading – Explore – Leaders Make Decisions How Do We Get Along in School?</p> <p>Reading – Explore – Meet Mayor Lee Why Do Schools Have Rules?</p> <p>Reading – Literature – Voting Day How Do We Get Along in School?</p> <p>Student Text – 2 – Good Neighbors Help Each Other What Do Good Neighbors Do?</p> <p>Student Text – 6 – We Belong to a Community What Groups Do We Belong To?</p> <p>Unit Project – Social Studies Stories – A Place to Share Civics</p> <p>Unit Project – Social Studies Stories – Who Makes the Rules? Civics</p> <p>Using the Inquiry Process to Solve Problems in Your Community Civics Library</p> <p>What Citizenship Means Civics Library</p>
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Domain 1.C.	Civics (1.C)
Concept	Political Institutions (C.PI)

Standard 1.C.PI.1. Explain the purpose of local government.	<u>Social Studies Alive! My School and Family – Third Edition</u> Reading – Explore – Leaders Make Decisions How Do We Get Along in School? Reading – Explore – Meet Mayor Lee Why Do Schools Have Rules? Unit Project – Social Studies Stories – A Place to Share Civics Unit Project – Social Studies Stories – Who Makes the Rules? Civics Unit Project – Social Studies Stories – Working Together in Government Civics
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Domain	Civics (1.C)
Concept	Identity, Roles, and Responsibilities (C.IR)
Standard 1.C.IR.2 . Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, monuments, figures, and celebrations of the community and the diverse social and ethnic groups in Oregon and the United States of America.	<u>Social Studies Alive! My School and Family – Third Edition</u> King Jr., Martin Luther (1929–1968) Biographies Reading – Explore – Cooperation and Compromise How Do We Get Along in School? Reading – Explore – How Do Many People Make One Nation? What Groups Do We Belong To? Student Text – 1 – We All Belong to Groups What Groups Do We Belong To? Student Text – 5 – We Belong to Community Groups What Groups Do We Belong To? Student Text – Introduction Why Is It Important to Learn from Each Other? Student Text – Introduction What Groups Do We Belong To? Student Text – Summary Why Is It Important to Learn from Each Other? Student Text – Summary What Groups Do We Belong To?

Standard 1.C.IR.3. Discuss the benefits, expectations, and responsibilities of belonging to various types of groups.	<u>Social Studies Alive! My School and Family – Third Edition</u> Student Text – 1 – We All Belong to Groups What Groups Do We Belong To? Student Text – 2 – We Belong to School Groups What Groups Do We Belong To? Student Text – 3 – We Belong to Family Groups
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	<p>What Groups Do We Belong To?</p> <p>Student Text – 4 – Family Members Spend Time Together</p> <p>How Do Family Members Care for Each Other?</p> <p>Student Text – 5 – We Belong to Community Groups</p> <p>What Groups Do We Belong To?</p> <p>Student Text – 6 – We Belong to a Community</p> <p>What Groups Do We Belong To?</p> <p>Student Text – Introduction</p> <p>What Groups Do We Belong To?</p> <p>Student Text – Summary</p> <p>What Groups Do We Belong To?</p>
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Domain	Civics (I.C)
Concept	Democratic Principles (C.DP)
Standard I.C.DP.4. Define important concepts and values of civic life.	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Being a Good Citizen Throughout the Year</p> <p>Civics Library</p> <p>Being a Good Citizen</p> <p>Civics Library</p> <p>Citizenship Toolkit: Analyzing News Media</p> <p>Civics Library</p> <p>Citizenship Toolkit: Attending a Court Trial</p> <p>Civics Library</p> <p>Citizenship Toolkit: Attending a Public Meeting</p> <p>Civics Library</p> <p>Citizenship Toolkit: Conducting an Effective Meeting</p> <p>Civics Library</p> <p>Citizenship Toolkit: Contacting and Interviewing Experts</p> <p>Civics Library</p> <p>Citizenship Toolkit: Creating and Conducting an Opinion Survey</p> <p>Civics Library</p> <p>Citizenship Toolkit: Engaging in Civil Dialogue</p> <p>Civics Library</p> <p>Citizenship Toolkit: Evaluating Candidates for Public Office</p> <p>Civics Library</p> <p>Citizenship Toolkit: Lobbying on an Issue</p> <p>Civics Library</p> <p>Citizenship Toolkit: Organizing a BUYcott</p> <p>Civics Library</p> <p>Citizenship Toolkit: Organizing a Fundraiser</p> <p>Civics Library</p>

<p>Citizenship Toolkit: Organizing a Letter-Writing Campaign Civics Library</p> <p>Citizenship Toolkit: Organizing a Public Demonstration Civics Library</p> <p>Citizenship Toolkit: Planning and Hosting a Community Forum or Debate Civics Library</p> <p>Citizenship Toolkit: Posting Opinions on the Internet Civics Library</p> <p>Citizenship Toolkit: Registering and Preparing to Vote Civics Library</p> <p>Citizenship Toolkit: Researching a Public Issue Civics Library</p> <p>Citizenship Toolkit: Starting a Civic Organization Civics Library</p> <p>Citizenship Toolkit: Testifying Before a Public Body Civics Library</p> <p>Citizenship Toolkit: Volunteering in a Political Campaign Civics Library</p> <p>Citizenship Toolkit: Writing a Letter to the Editor Civics Library</p> <p>Citizenship Toolkit: Writing a Press Release Civics Library</p> <p>Citizenship Toolkit: Writing and Circulating a Petition Civics Library</p> <p>Citizenship at Home Civics Library</p> <p>Citizenship at School Civics Library</p> <p>Citizenship in the Community Civics Library</p> <p>Decision Making in Government Civics Library</p> <p>Ideas That Unite Us as Americans Civics Library</p> <p>Leaders Vote for the Community Civics Library</p> <p>Medal of Honor Day Civics Library</p> <p>Passing the Nineteenth Amendment Civics Library</p> <p>Reading – Explore – Meet Mayor Lee Why Do Schools Have Rules?</p>

	<p>Reading – Explore – The Flag of the United States Why Do Schools Have Rules?</p> <p>Reading – Literature – Voting Day How Do We Get Along in School?</p> <p>Unit Project – Social Studies Stories – A Place to Share Civics</p> <p>Unit Project – Social Studies Stories – U.S. Symbols and Traditions Civics</p> <p>Unit Project – Social Studies Stories – Who Makes the Rules? Civics</p> <p>Unit Project – Social Studies Stories – Working Together in Government Civics</p> <p>Unit Project – Unit Inquiry Project: Civics Civics</p> <p>Using the Inquiry Process to Solve Problems in Your Community Civics Library</p> <p>What Citizenship Means Civics Library</p>
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Domain	Civics (1.C)
Concept	Civic Engagement (C.CE)
Standard 1.C.CE.5. Identify rules and describe the responsibilities of leaders and team members when participating in rule making and group activities.	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Citizenship at Home Civics Library</p> <p>Citizenship at School Civics Library</p> <p>Decision Making in Government Civics Library</p> <p>Reading – Literature – Rules All Around Why Do Schools Have Rules?</p> <p>Reading – Literature – Voting Day How Do We Get Along in School?</p> <p>Student Text – 1 – Rules Help Us Get Along Why Do Schools Have Rules?</p> <p>Student Text – 2 – Rules Help Us Be Safe Why Do Schools Have Rules?</p> <p>Student Text – 2 – We Do Our Best How Are We Good Helpers at School?</p> <p>Student Text – 3 – Rules Help Us Be Fair Why Do Schools Have Rules?</p>

	Student Text – 4 – Rules Help Us Learn Why Do Schools Have Rules? Student Text – Introduction Why Do Schools Have Rules? Student Text – Summary Why Do Schools Have Rules? Unit Project – Social Studies Stories – Who Makes the Rules? Civics
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Domain 1.G.	Geography (1.G)
Concept	Geographic Reasoning (G.GR)
Standard 1.G.GR.1. Identify and construct maps representing familiar places utilizing information from legends and keys.	<u>Social Studies Alive! My School and Family – Third Edition</u> Reading – Explore – Maps of Places I Live What Is a Map? Student Text – 2 – A Map Is a Drawing of a Place What Is a Map? Student Text – 6 – There Are Different Kinds of Maps What Is a Map? Student Text – Introduction What Is a Map? Student Text – Summary What Is a Map? Unit Project – Unit Inquiry Project: Geography Geography

Standard 1.G.GR.2. Locate and identify important locations in the community.	<u>Social Studies Alive! My School and Family – Third Edition</u> Classroom Activity – Slideshow Where Do Families Live? Classroom Activity – Slideshow What Do Good Neighbors Do? Reading – Explore – Finding Places with Maps and Words What Is a Map? Reading – Explore – Maps of Places I Live What Is a Map? Student Text – Introduction What Do Good Neighbors Do? Student Text – Summary What Do Good Neighbors Do? Unit Project – Social Studies Stories – The Right Kind of Map Geography
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Standard 1.G.GR.3. Locate and explain that a capital city is the center of government for a state or nation.	<u>Social Studies Alive! My School and Family – Third Edition</u> Reading – Explore – About Texas Who Works at Your School? Reading – Explore – Maps of Places I Live What Is a Map? State Facts Civics Library Unit Project – Social Studies Stories – The Right Kind of Map Geography Unit Project – Social Studies Stories – Working Together in Government Civics
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Domain	Geography (1.G)
Concept	Migration and Movement (G.MM)
Standard 1.G.MM.4. Explain why and how people move to and within communities.	<u>Social Studies Alive! My School and Family – Third Edition</u> Reading – Explore – Good Luck on Moving Day! What Groups Do We Belong To? Reading – Explore – Thank You to the First Californians What Groups Do We Belong To? Reading – Literature – Abraham Lincoln's "My Childhood Home I See Again" How Do Families Change over Time? Reading – Primary Source – Statue of Liberty Poem What Do Good Neighbors Do? Student Text – 4 – Families Move How Do Families Change over Time?

Domain	Geography (1.G)
Concept	Human Interaction and Interconnection (G.HI)
Standard 1.G.HI.5 . Demonstrate understanding that people from various parts of the world can have diverse ways of living, customs, and languages and all deserve respect.	<u>Social Studies Alive! My School and Family – Third Edition</u> Reading – Explore – Cooperation and Compromise How Do We Get Along in School? Reading – Explore – Good Luck on Moving Day! What Groups Do We Belong To? Reading – Explore – How Do Many People Make One Nation? What Groups Do We Belong To? Reading – Explore – Respecting Others What Do Good Neighbors Do?

	Reading – Explore – Wedding Traditions What Groups Do We Belong To?
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Domain	Geography (1.G)
Concept	Human Environmental Interaction (G.HE)
Standard 1.G.HE.6. Provide examples of local natural resources and describe how people use them.	<u>Social Studies Alive! My School and Family – Third Edition</u> Classroom Activity – Slideshow Where Do Families Live? Colonies in the Western Hemisphere: Part 1: Mercantilism Economics Library Colonies in the Western Hemisphere: Part 3: Scarcity, Specialization, and Trade Economics Library Productive Resources: How Things Get Made Economics Library Reading – Explore – Geography of the Southeast Where Do Families Live? Student Text – 6 – We Need to Take Care of Where We Live Where Do Families Live?

Standard 1.G.HE.7. Describe ways people modify their environment.	<u>Social Studies Alive! My School and Family – Third Edition</u> Carson, Rachel (1907–1964) Biographies Chu, Steven (1948–) Biographies Molina, Mario J. (1943–2020) Biographies Student Text – 6 – We Need to Take Care of Where We Live Where Do Families Live? Unit Project – Social Studies Stories – Taking Care of Earth Geography
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Domain 1.E.	Economics (1.E)
Concept	Earning, Saving, and Spending (E.ES)
Standard 1.E.ES.1. Identify sources of income.	<u>Social Studies Alive! My School and Family – Third Edition</u> Classroom Activity – Slideshow Who Works at Your School? Financial Literacy Toolkit: Creating a Budget Economics Library Financial Literacy: Gaining Knowledge, Skills, and Experience

	<p>Economics Library</p> <p>Student Text – 1 – Jobs at Your School</p> <p>Who Works at Your School?</p> <p>Supply and Demand in the Product, Labor, and Financial Markets</p> <p>Economics Library</p> <p>Unit Project – Social Studies Stories – From Farm to Table</p> <p>Economics</p>
<p>Standard 1.E.ES.2.</p> <p>Identify choices and decisions for various uses of money.</p>	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Colonies in the Western Hemisphere: Part 2: The Influence of Geography</p> <p>Economics Library</p> <p>Economic Decisions: Costs and Benefits</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Comparison Shopping</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Creating a Budget</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Investing Your Money</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Saving Your Money</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Setting Financial Goals</p> <p>Economics Library</p> <p>Financial Literacy: Budgeting, Investing, and Saving</p> <p>Economics Library</p> <p>Financial Literacy: The Use of Credit</p> <p>Economics Library</p> <p>Historical Examples of Scarcity, Choice, Opportunity Cost, Benefits, and Incentives</p> <p>Economics Library</p> <p>Inflation: Buying Goods Then and Now</p> <p>Economics Library</p> <p>Reading – Explore – Not Enough Money</p> <p>What Do Families Need and Want?</p> <p>Reading – Explore – The Things We Buy Are Scarce</p> <p>What Do Families Need and Want?</p> <p>Reading – Literature – Choosing One Present</p> <p>What Do Families Need and Want?</p> <p>Reading – Literature – Saving Up</p> <p>What Do Families Need and Want?</p> <p>Scarcity: How It Forces Us to Make Decisions</p>

	<p>Economics Library</p> <p>Student Text – 10 – Families Make Choices</p> <p>What Do Families Need and Want?</p> <p>Student Text – 5 – Families Buy Goods and Services</p> <p>What Do Families Need and Want?</p> <p>Student Text – 7 – Families Use Money</p> <p>What Do Families Need and Want?</p> <p>Student Text – 9 – You Make Choices</p> <p>What Do Families Need and Want?</p> <p>Student Text – Explore – Not Enough Money</p> <p>Why Is It Important to Learn from Each Other?</p> <p>Student Text – Introduction</p> <p>What Do Families Need and Want?</p> <p>Student Text – Summary</p> <p>What Do Families Need and Want?</p> <p>The Interaction of Supply and Demand</p> <p>Economics Library</p> <p>The Role of Economic and Financial Institutions</p> <p>Economics Library</p> <p>Unit Project – Social Studies Stories – The Grasshopper's Choice</p> <p>Economics</p> <p>Unit Project – Unit Inquiry Project: Economics</p> <p>Economics</p>
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Domain	Economics (1.E)
Concept	Incentives, Choice, and Consumer Behavior (E.IC)
<p>Standard 1.E.IC.3.</p> <p>Explain the difference between a need and a want.</p>	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Chávez, César (1927–1993)</p> <p>Biographies</p> <p>Classroom Activity – Slideshow</p> <p>What Do Families Need and Want?</p> <p>Colonies in the Western Hemisphere: Part 2: The Influence of Geography</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Comparison Shopping</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Creating a Budget</p> <p>Economics Library</p> <p>Historical Examples of Scarcity, Choice, Opportunity Cost, Benefits, and Incentives</p> <p>Economics Library</p>

Huerta, Dolores (1930–)

Biographies

Itliong, Larry (1913–1977)

Biographies

King Jr., Martin Luther (1929–1968)

Biographies

Marshall, Thurgood (1908–1993)

Biographies

Parks, Rosa (1913–2005)

Biographies

Reading – Explore – The Things We Buy Are Scarce

What Do Families Need and Want?

Robinson, Jackie (1919–1972)

Biographies

Scarcity: How It Forces Us to Make Decisions

Economics Library

Student Text – 1 – Families Need Food

What Do Families Need and Want?

Student Text – 10 – Families Make Choices

What Do Families Need and Want?

Student Text – 2 – Families Need Clothing

What Do Families Need and Want?

Student Text – 3 – Families Need Shelter

What Do Families Need and Want?

Student Text – 4 – Families Want Things for Fun

What Do Families Need and Want?

Student Text – 5 – Families Buy Goods and Services

What Do Families Need and Want?

Student Text – 9 – You Make Choices

What Do Families Need and Want?

Student Text – Introduction

What Do Families Need and Want?

Student Text – Introduction

How Do Family Members Care for Each Other?

Student Text – Summary

How Do Family Members Care for Each Other?

Student Text – Summary

What Do Families Need and Want?

Unit Project – Social Studies Stories – From Farm to Table

Economics

Unit Project – Unit Inquiry Project: Economics

Economics

Domain	Economics (1.E)
Concept	Micro and Macro (E.MI)
Standard 1.E.MI.4. Describe how people are buyers (consumers) and sellers (producers).	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>What Do Families Need and Want?</p> <p>Reading – Explore – The Things We Buy Are Scarce</p> <p>What Do Families Need and Want?</p> <p>Reading – Literature – People at Work</p> <p>What Do Families Need and Want?</p> <p>Rules and Laws to Protect Consumers</p> <p>Economics Library</p> <p>Student Text – 10 – Families Make Choices</p> <p>What Do Families Need and Want?</p> <p>Student Text – 5 – Families Buy Goods and Services</p> <p>What Do Families Need and Want?</p> <p>Student Text – 6 – People Do Special Jobs</p> <p>What Do Families Need and Want?</p> <p>Student Text – 7 – Families Use Money</p> <p>What Do Families Need and Want?</p> <p>Student Text – 8 – Families Use Markets</p> <p>What Do Families Need and Want?</p> <p>Student Text – 9 – You Make Choices</p> <p>What Do Families Need and Want?</p> <p>The Interaction of Supply and Demand</p> <p>Economics Library</p> <p>Unit Project – Social Studies Stories – From Farm to Table</p> <p>Economics</p> <p>Unit Project – Unit Inquiry Project: Economics</p> <p>Economics</p>

Domain	Economics (1.E)
Concept	Specialization, Trade, & Interdependence (E.ST)
Standard 1.E.ST.6. Investigate how people can benefit themselves and others by developing specific skills, strengths, and goods.	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Who Works at Your School?</p> <p>Financial Literacy Toolkit: Determining a Career Path</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Identifying Your Job Skills</p> <p>Economics Library</p> <p>Financial Literacy: Gaining Knowledge, Skills, and Experience</p>

	<p>Economics Library</p> <p>Reading – Literature – A Job Well Done</p> <p>Who Works at Your School?</p> <p>Reading – Literature – People at Work</p> <p>What Do Families Need and Want?</p> <p>Student Text – 1 – Jobs at Your School</p> <p>Who Works at Your School?</p> <p>Student Text – 2 – A Teacher</p> <p>Who Works at Your School?</p> <p>Student Text – 3 – A Principal</p> <p>Who Works at Your School?</p> <p>Student Text – 4 – A Secretary</p> <p>Who Works at Your School?</p> <p>Student Text – 5 – A Custodian</p> <p>Who Works at Your School?</p> <p>Unit Project – Social Studies Stories – From Farm to Table</p> <p>Economics</p>
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Domain 1.H.	History (1.H)
Concept	Continuity and Change (H.CH)
<p>Standard 1.H.CH.1.</p> <p>Recognize and document sequential patterns in seasonal events or firsthand experiences, using a calendar, words, and phrases relating to chronology and time.</p>	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Reading – Literature – The 100th Day</p> <p>What Was School Like Long Ago?</p> <p>Unit Project – Social Studies Stories – A Place to Share</p> <p>Civics</p> <p>Unit Project – Social Studies Stories – From Buggies to Blastoff!</p> <p>History</p> <p>Unit Project – Social Studies Stories – The Grasshopper's Choice</p> <p>Economics</p>

Domain	History (1.H)
Concept	Conflict and Cooperation (H.CC)
<p>Standard 1.H.CC.2.</p> <p>Describe the use of individual and group characteristics to divide, unite, and categorize racial, religious, ethnic, and social groups in ways</p>	<p><u>Social Studies Alive! My School and Family – Third Edition</u></p> <p>Economic Discrimination in History</p> <p>Economics Library</p> <p>Student Text – 1 – We All Belong to Groups</p> <p>What Groups Do We Belong To?</p> <p>Student Text – 2 – We Belong to School Groups</p> <p>What Groups Do We Belong To?</p> <p>Student Text – 5 – We Belong to Community Groups</p>

that may be helpful or harmful.	What Groups Do We Belong To? Student Text – 6 – We Belong to a Community What Groups Do We Belong To? Student Text – Introduction What Groups Do We Belong To? Student Text – Summary What Groups Do We Belong To?
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Domain	History (1.H)
Concept	Cause and Effect (H.CE)
Standard 1.H.CE.3. Use primary sources such as oral histories or artifacts to develop a simple timeline of a family's history in sequential order.	<u>Social Studies Alive! My School and Family – Third Edition</u> Classroom Activity – Slideshow How Do Families Change over Time? Reading – Explore – What They Remember How Do Families Change over Time? Reading – Literature – The 100th Day What Was School Like Long Ago? Student Text – Summary Why Is It Important to Learn from Each Other? Unit Project – Social Studies Stories – From Buggies to Blastoff! History Unit Project – Social Studies Stories – Learning About the Dust Bowl History Unit Project – Social Studies Stories – Old Family Pictures History

Domain	History (1.H)
Concept	Communities and Pluralism (H.CP)
Standard 1.H.CP.4. Examine and understand self-identity and how it fits with the identities of the family, school, and the local community.	<u>Social Studies Alive! My School and Family – Third Edition</u> Student Text – 1 – Each of Us Is Special Why Is It Important to Learn from Each Other? Student Text – 2 – We Are Good at Different Things Why Is It Important to Learn from Each Other? Student Text – 3 – You Can Learn from Me Why Is It Important to Learn from Each Other? Student Text – 4 – I Can Learn from You Why Is It Important to Learn from Each Other? Student Text – Introduction Why Is It Important to Learn from Each Other?

	Student Text – Summary Why Is It Important to Learn from Each Other?
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Standard 1.H.CP.5. Identify and explain various viewpoints, including those from historically marginalized or underrepresented groups and individuals within our community, regarding local matters.	<u>Social Studies Alive! My School and Family – Third Edition</u> Reading – Explore – Leaders Make Decisions How Do We Get Along in School? Reading – Explore – The After School Center How Are We Good Helpers at School? Reading – Primary Source – A Speech by Clara Barton How Are We Good Helpers at School? Student Text – 1 – Jobs at Your School Who Works at Your School? Student Text – 2 – A Teacher Who Works at Your School? Student Text – 3 – A Principal Who Works at Your School? Student Text – 4 – A Secretary Who Works at Your School? Student Text – 5 – A Custodian Who Works at Your School? Student Text – 5 – We Belong to Community Groups What Groups Do We Belong To? Student Text – 6 – Services Who Works at Your School? Student Text – 6 – We Belong to a Community What Groups Do We Belong To? Unit Project – Social Studies Stories – Families Live in Different Places Geography Unit Project – Social Studies Stories – My Groups: A Native American Perspective Geography
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