

2024-2025 Social Studies Framework

Social Studies Grade 1

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1st Grade Grade Social Studies: Impact on Community and State

[Kentucky Academic Standards for Social Studies, 2022](#)

Unit Title	Estimated Time Frame*
Unit 1: Rules and Laws	1st Quarter
Big Idea	
<p>The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. First graders continue to work toward this goal by beginning to understand how they can impact their community and the state in a variety of ways, and how they are impacted by the communities in which they live. They explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include the state. Students describe the purpose of Kentucky government, identify Kentucky leaders, and identify how civic identity is shaped by symbolic figures, places, and events. Students identify and describe what goods and services are produced in Kentucky and explain why the goods and services produced are traded with other communities. Students describe how culture and experience influence the cultural landscape of places and regions within their community and state. Students explore geographic relationships at different scales and make models and maps to show locations of familiar surroundings using cardinal and relative directions. Students compare life in Kentucky in the past to life in Kentucky today with the context of “today,” “yesterday,” and “long ago.”</p>	
Compelling Question	Interdisciplinary Literacy Practices
How do rules make us better off?	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world.

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		<p>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</p> <p>6. Collaborate with others to create new meaning.</p> <p>7. Utilize digital resources to learn and share with others.</p> <p>8. Engage in specialized, discipline specific literacy practices.</p> <p>9. Apply high level cognitive processes to think deeply and critically about text.</p> <p>10. Develop a literacy identity that promotes lifelong learning.</p>
<p>KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.</p>
<p>1.C.CV.1: Describe basic democratic principles</p> <p>1.G.KGE.1: Compare the physical and human characteristics of communities in Kentucky.</p> <p><u>Supporting Question:</u> What are different types of rules?</p>	<p>From Kindergarten, an understanding of rules and the consequences of following or not following them.</p> <p>Familiarity with classroom and school rules and why it is important to follow them.</p>	<p>I can distinguish between rules at home and school and laws in my community.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Identify different types of rules at home, at school, and in my community. - Explain why these rules and laws are in place.
<p>1.C.CP.1: Describe the purpose of Kentucky government.</p> <p>1.H.CO.1: Describe interactions that occur between individuals as members of groups, the community and/or state.</p>	<p>From Kindergarten, understanding of authority figures: parents/guardians, teachers, principals and why they impose rules.</p>	<p>I can explain instances where different types of people make rules to follow.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Identify rule makers in my community and state - Give examples of when kids might make rules

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<p><u>Supporting Question:</u> Who creates rules?</p>		<ul style="list-style-type: none"> - Explain how citizens vote for representatives that make rules to follow.
<p>1.C.CV.1: Describe basic democratic principles.</p> <p>1.H.CO.1: Describe interactions that occur between individuals as members of groups, the community and/or state.</p> <p><u>Supporting Question:</u> What rules help communities?</p>	<p>Understanding of rules that are in place across different environments and situations.</p> <p>Familiarity with signs and symbols in the community.</p>	<p>I can describe rules that are in place to help communities.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Identify road signs and signals - Explain what road signs and signals mean - Give examples of other community rules in place to keep people safe
<p>1.H.CE.1: Predict the causes and effects of events in their community and the state.</p> <p>1.C.CV.1: Describe basic democratic principles.</p> <p><u>Supporting Question:</u> Is it ever okay to break the rules?</p>	<p>Understanding that rules are very important and in place for safety</p> <p>Understanding of consequences that could happen when rules are broken.</p>	<p>I can determine instances where rules might be unclear.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Give examples where not following the rules might be best for safety. - Give examples where rules seem unjust or unfair - Explain the consequences of instances in the past where rules were not followed.
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Rules: instructions that help us know how to behave and what to do. They keep things fair and safe. Laws: important rules made by leaders to keep everyone in a community safe and happy. They help us know what we can and can't do.</p>		

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Citizen: a special member of a community, like a city or a country. Citizens follow the rules and help make their community a great place to live.

Representatives: someone chosen by the people to speak and make decisions for them. They listen to what others want and try to help everyone.

Vote: when people make choices by picking what they think is best, like who should be in charge.

Consequences: what happens as a result of our actions, good or bad.

Unjust: when something is not fair or right

Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

1.I.Q.1 Ask compelling questions about communities in Kentucky

1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

1.I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.

1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.

Communicating Conclusions:

1.I.CC.1 Construct an explanation about a specific community in Kentucky

1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.

1.I.CC.3 Identify ways to civically engage in the local community.

1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community, or Kentucky

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

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Anchor Materials

Savvas myWorld Grade 1

Chapter 1: Rights and Responsibilities of Citizens

- 1.1 Acting as Good Citizens
- 1.2 Rights and Responsibilities
- 1.3 Following Rules and Laws
- 1.4 My Leaders
- 1.5 My Government
- 1.6 Making Choices in Government

Additional Resources

Reading Books (from Kentucky Reading Association)

[Be Kind](#) by Pat Zeitlow Miller

[The Day You Begin](#) by Jacqueline Woodson

Databases/Websites:

Videos:

[Peanut Needs a Seatbelt Too!](#) (Youtube)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

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Unit Title	Estimated Time Frame*
Unit 2: Choices We Make	2nd Quarter
Big Idea	
<p>The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. First graders continue to work toward this goal by beginning to understand how they can impact their community and the state in a variety of ways, and how they are impacted by the communities in which they live. They explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include the state. Students describe the purpose of Kentucky government, identify Kentucky leaders, and identify how civic identity is shaped by symbolic figures, places, and events. Students identify and describe what goods and services are produced in Kentucky and explain why the goods and services produced are traded with other communities. Students describe how culture and experience influence the cultural landscape of places and regions within their community and state. Students explore geographic relationships at different scales and make models and maps to show locations of familiar surroundings using cardinal and relative directions. Students compare life in Kentucky in the past to life in Kentucky today with the context of “today,” “yesterday,” and “long ago.”</p>	
Compelling Question	Interdisciplinary Literacy Practices
How do we impact our community?	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning.

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		<p>7. Utilize digital resources to learn and share with others.</p> <p>8. Engage in specialized, discipline specific literacy practices.</p> <p>9. Apply high level cognitive processes to think deeply and critically about text.</p> <p>10. Develop a literacy identity that promotes lifelong learning.</p>
<p>KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.</p>
<p>1.C.RR.1 Identify the rights and responsibilities of citizens.</p> <p>1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.</p> <p><u>Supporting Question:</u> What rights and responsibilities do I have in my community?</p>	<p>From Kindergarten and Unit 1: students should understand the importance of rules and laws and why it is important to follow them to keep people safe and maintain order.</p> <p>Students should know about different jobs in the community and make connections to how these careers impact the community and interact with one another</p>	<p>I am learning how people work independently and cooperatively within families, schools, and communities.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Define rights and responsibilities - Identify my rights and responsibilities as a citizen - Identify the rights and responsibilities of others - Make connections of how people work together in the community.
<p>1.C.CV.2 Describe civic virtues.</p> <p>1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.</p> <p><u>Supporting Question:</u></p>	<p>From Kindergarten: students should know roles and responsibilities they have as students and members of their family and school community.</p>	<p>I am learning the characteristics of a good citizen.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Describe what makes a good citizen - Give examples of skills people use in my community

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<p>How can I make my community better? / How do people make our community better?</p>		<ul style="list-style-type: none"> - Describe how special skills can help my community.
<p>1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>1.E.IC.2 Explain how choices are made as a result of scarcity.</p> <p>1.E.IC.1 Predict a person’s change in behavior in response to incentives and opportunity costs.</p> <p>1.G.MM.1 Explain why and how people and goods move to and within communities</p> <p><u>Supporting Question:</u> How do choices people make impact the community?</p>	<p>From Kindergarten, students have an understanding of jobs in their community, as well as wants and needs.</p>	<p>I am learning about how different people’s choices impact the community.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Describe the roles of producers and consumers. - Distinguish between wants and needs - Explain how scarcity impacts choices. - Give examples of how people in the community are able to get the goods and services they need.
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Rights: special freedoms that everyone should have Responsibility: jobs or tasks that we should do. They help us take care of ourselves, our friends, and our community Community: a big group of people who live, work, and play together in the same place. Limited Resources: things that we need or want, but there might not be enough for everybody Consumers: people who buy or use goods and services Producers: people who create goods or provide services Opportunity Cost: what we must give up when we choose one thing over another. Citizen: a special member of a community, like a city or a country. Citizens follow the rules and help make their community a great place to live.</p>		

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Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

1.I.Q.1 Ask compelling questions about communities in Kentucky

1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

1. I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.

1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.

Communicating Conclusions:

1.I.CC.1 Construct an explanation about a specific community in Kentucky

1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.

1.I.CC.3 Identify ways to civically engage in the local community.

1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community, or Kentucky

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

Anchor Materials

Savvas myWorld Grade 1

Chapter 1, Lesson 2: Rights and Responsibilities

Celebrating Kentucky: KY32-33

Chapter 1, Lesson 1: Acting as Good Citizens

Chapter 6, Lesson 5: Specialized Work

Chapter 1, Lesson 3: Following Rules and Laws

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Chapter 6, Lesson 1: Needs, Wants, and Choices
Chapter 6, Lesson 4: We Spend, Budget, and Save
Chapter 6, Lesson 3: Producers and Consumers

Additional Resources

Reading Books:

[What If Everybody Did That?](#) By Ellen Javernick
[What if Everybody Said That?](#) By Ellen Javernick

Websites/Databases:

Videos:

- Teaching Laws, Rights, and Responsibilities <https://www.youtube.com/watch?v=TyP09S0UEzA>
- Being a Good Citizen (Kids Academy) BrainPop Jr.:
- “Rights and Responsibilities” Video: Helping Others (Sesame Street) What can a Citizen Do?
- Producers and Consumers: <https://www.youtube.com/watch?v=PAbBd0UjPzE>
- “Consumers/Producers for Kids” https://www.youtube.com/watch?v=OAP_JIWL4k
- “Producers/Consumers” <https://www.youtube.com/watch?v=PAbBd0UjPzE>

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

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Unit Title	Estimated Time Frame*
Unit 3: My Changing Community	3rd Quarter
Big Idea	
<p>The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. First graders continue to work toward this goal by beginning to understand how they can impact their community and the state in a variety of ways, and how they are impacted by the communities in which they live. They explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include the state. Students describe the purpose of Kentucky government, identify Kentucky leaders, and identify how civic identity is shaped by symbolic figures, places, and events. Students identify and describe what goods and services are produced in Kentucky and explain why the goods and services produced are traded with other communities. Students describe how culture and experience influence the cultural landscape of places and regions within their community and state. Students explore geographic relationships at different scales and make models and maps to show locations of familiar surroundings using cardinal and relative directions. Students compare life in Kentucky in the past to life in Kentucky today with the context of “today,” “yesterday,” and “long ago.”</p>	
Compelling Question	Interdisciplinary Literacy Practices
<p>How has my community changed over time?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning.

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		<p>7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.</p>
<p>KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.</p>
<p>1.G.HE.1 Describe ways people modify their environment.</p> <p>1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.</p> <p>1.H.KH.1 Compare life in Kentucky in the past to life in Kentucky today.</p> <p><u>Supporting Question:</u> How can people change their environment?</p>	<p>From Kindergarten and previous units, students have understanding of community jobs and ways they impact the community.</p> <p>From Kindergarten, students have understanding of life long ago and changes that have happened over time.</p>	<p>I am learning about the impact people have on their community by changing their environment.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Describe ways people change their environment - Describe how people and events of the past impact us today - Make connections of how the cause of one action, affects what happens next.
<p>1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.</p> <p>1.G.MM.1 Explain why and how people and goods move to and within communities.</p>	<p>From Kindergarten, students have understanding of life long ago and changes that have happened over time.</p> <p>From Kindergarten and previous units, students know about goods and services</p>	<p>I am learning how people and innovation (technology) can impact a community.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Give examples of how technology impacts my life and

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<p><u>Supporting Question:</u> How has technology changed my community/state?</p>		<p>my community</p> <ul style="list-style-type: none"> - Explain why and how goods move around in a community (transportation) - Make predictions about the effects of major events and innovations in Kentucky.
<p>1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.</p> <p>1.H.CE.1 Predict the causes and effects of events in their community and state.</p> <p><u>Supporting Question:</u> How have events changed my community and state?</p>	<p>From Kindergarten, students have understanding of life long ago and changes that have happened over time.</p>	<p>I am learning how life has changed in Kentucky from the past to now.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Give examples of how people have changed Kentucky (culturally, technologically, or physically) - Compare life in the past to life in the present in Kentucky. - Identify goods and services produced in different places in Kentucky.
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Environment: the air, water, plants, animals, and places we live Technology: tools made by people that help us do things easier or faster Cause and Effect: causes make something happen, and the effect is what happens because of the cause Compare and Contrast: looking at how things are the same and different Community: a big group of people who live, work, and play together in the same place. Events: things that happen Predict: making a guess about what will happen in the future based on what we know.</p>		
<p>Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in bold can be cross-content with</p>		

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ELA)

Questioning:

1.I.Q.1 Ask compelling questions about communities in Kentucky

1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

1. I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.

1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.

Communicating Conclusions:

1.I.CC.1 Construct an explanation about a specific community in Kentucky

1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.

1.I.CC.3 Identify ways to civically engage in the local community.

1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community, or Kentucky

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

Anchor Materials

Savvas myWorld Grade 1

Chapter 4, Lesson 2 Schools and Communities Past and Present

Chapter 4, Lesson 3 Daily Life Past and Present

Chapter 4, Lesson 4 Changes in Technology and Transportation

Chapter 5, Lesson 1 What is Culture?

Chapter 5, Lesson 2 Customs, Traditions, and Celebrations

Chapter 5, Lesson 5 Immigrants

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Celebrating Kentucky KY30-31

Additional Resources

Reading Books:

Databases/Websites:

<https://www.lexingtonhistory.org/>

<https://www.kyhistory.com/>

KY Inventor: <https://explorekyhistory.ky.gov/items/show/435?tour=29&index=9>

Videos:

Kentucky Derby <https://www.youtube.com/watch?v=c51cHKe8LcQ>

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

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Unit Title	Estimated Time Frame*
Unit 4: My State, Kentucky	4th Quarter
Big Idea	
<p>The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. First graders continue to work toward this goal by beginning to understand how they can impact their community and the state in a variety of ways, and how they are impacted by the communities in which they live. They explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include the state. Students describe the purpose of Kentucky government, identify Kentucky leaders, and identify how civic identity is shaped by symbolic figures, places, and events. Students identify and describe what goods and services are produced in Kentucky and explain why the goods and services produced are traded with other communities. Students describe how culture and experience influence the cultural landscape of places and regions within their community and state. Students explore geographic relationships at different scales and make models and maps to show locations of familiar surroundings using cardinal and relative directions. Students compare life in Kentucky in the past to life in Kentucky today with the context of “today,” “yesterday,” and “long ago.”</p>	
Compelling Question	Interdisciplinary Literacy Practices
How does change happen in Kentucky?	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning.

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		<p>7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.</p>
<p>KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.</p>
<p>1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities.</p> <p>1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.</p> <p><u>Supporting Question:</u> Who are Kentucky’s leaders and what do they do?</p>	<p>From Kindergarten and previous units, students understand authority figures and rule makers</p> <p>From Kindergarten, students should know about symbols as they appear on a map</p>	<p>I am learning about Kentucky’s leaders and what they do.</p> <p>I am learning about Kentucky’s symbols and what they mean.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Identify leaders in Kentucky - Explain the roles and responsibilities of Kentucky leaders - Identify and describe symbols of the state of Kentucky
<p>1.C.CP.1 Describe the purpose of the Kentucky government.</p> <p>1.H.CE.1 Predict the causes and effects of events in their community and state</p> <p><u>Supporting Question:</u></p>	<p>Students know the importance of rules and laws and the consequences of following or not following them</p> <p>Students should know the concept of voting and what it means to have a representative make decisions for</p>	<p>I am learning the importance of Kentucky’s state government.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Describe the cause and effect relationship of a law being passed.

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<p>Why do we have a state government?</p>	<p>citizens.</p>	<ul style="list-style-type: none"> - Give examples of ways Kentucky's government works for citizens.
<p>1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.</p> <p>1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.</p> <p><u>Supporting Question:</u> How do people work together to impact my state?</p>	<p>Students know about different jobs and the goods and services they produce.</p> <p>Students understand the concept of citizenship.</p>	<p>I am learning how individuals and groups interact across Kentucky.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Explain how public and private sector jobs help people in Kentucky. - Give examples of goods and services public and private companies provide. - Describe how members of the community work together through conflict and compromise
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Governor: the leader of a state Mayor: the leader of a town or city Government: a group of people who make rules and decisions to help everyone in a city, state, or country. These people are usually voted into their role. Public: something that belongs to everyone in a community, like a park or a library—anyone can use it Private: something that belongs to just one person or a group of people Conflict: when people disagree or have a problem among one another Compromise: when people find a way to solve a problem by giving up a little bit of what they want to make everyone happy Democracy: making decisions together as a group – everyone's opinion counts and people vote on leaders to make rules Symbols: pictures or objects that represent (stand for) something else, like a flag or a state bird (Cardinal) Cooperation: when people work together to get something done.</p>		

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Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

1.I.Q.1 Ask compelling questions about communities in Kentucky

1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

1. I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.

1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.

Communicating Conclusions:

1.I.CC.1 Construct an explanation about a specific community in Kentucky

1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.

1.I.CC.3 Identify ways to civically engage in the local community.

1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community, or Kentucky

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

Anchor Materials

Savvas myWorld Grade 1

Celebrating Kentucky: KY24-25

Celebrating Kentucky KY 28-29

Chapter 1, Lesson 4: My Leaders

Chapter 1, Lesson 5: My Government

Chapter 1, Lesson 6: Making Choices in Government

2024-2025 Social Studies Framework

Social Studies Grade 1

[Unit 1](#) [Unit 2](#) [Unit 3](#) [Unit 4](#)

Additional Resources

Reading Books:

Officer Buckle and Gloria by Peggy Rathmann

Databases/Websites:

<https://governor.ky.gov/> - Governor Andy Beshear

Videos:

Teaching Laws, Rights, and Responsibilities <https://www.youtube.com/watch?v=TyP09S0UEzA>

BrainPopJr. “Goods and Services” <https://www.youtube.com/watch?v=as0xUIKR0a0>

2 minute tour of Kentucky <https://www.youtube.com/watch?v=Z1ymV0KmAvM>