SUBJECT: Social Studies	**GRADE:** First Grade
UNIT TITLE: History	
UNIT OVERVIEW	
In this History Unit, students will use a variety of resources to find historical information about our local community, state, and nation. They will explore and celebrate different global cultures and holidays. Through research, students will develop historical comprehension and evaluate historical interpretation.	
LRG SKILLS AND DISPOSITIONS	**STANDARDS**
	● 8.1.1.A. Demonstrate an understanding of chronology. ● 8.1.1.B. Identify a problem or dilemma surrounding an event. ● 8.3.1.A. Identify Americans who played a significant role in American history. ● 8.3.1.C. Identify examples of change.
COMPETENCIES	**LEARNING TARGETS**
Competency: I can use resources to find historical information.	● I can identify a chronological sequence through days, weeks, months, and years. ● I can identify a problem surrounding an event.
Competency: I can describe United States history.	● I can identify Americans who contributed to United States History. ● I can identify examples of change.

SUBJECT: Social Studies	**GRADE:** First Grade
UNIT TITLE: Geography	
UNIT OVERVIEW	

In this Geography Unit, students will study the places on Earth's surface. Students will use geographic tools as a means for asking and answering geographic questions. Students will also be able to explain the relationships between people and environments and the importance of resources.

LRG SKILLS AND DISPOSITIONS	STANDARDS
Collaboration and Teamwork: Through the Cornerstone, students work collaboratively to create their map project. (S1A) Communication and Empathy: Through the Cornerstone, students present their learning to an audience. They ask and answer questions. (S2A)	● 7.1.1.A. Identify geographic tools. ● 7.1.1.B. Describe places in geographic reference in physical features. ● 7.4.1.A. Describe how lakes, rivers, and streams impact people.
COMPETENCIES	**LEARNING TARGETS**
Competency: I can read and interpret maps and globes.	● I can identify geographic tools. ● I can identify and describe the physical features of a place on a map or globe.
Competency: I can explain how humans interact with their environment.	● I can describe how lakes, rivers, and streams impact people.

SUBJECT: Social Studies	**GRADE:** First Grade
UNIT TITLE: Economics	
UNIT OVERVIEW	
Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services. As technology helps to reshape the economy, knowledge of how the world works is critical. People entering the workforce cannot	

function effectively without a basic knowledge of how scarcity and choice affect the allocation of resources, how markets establish prices and the global nature of economic interdependence.	
LRG SKILLS AND DISPOSITIONS	**STANDARDS**
	● 6.2.1.D. Explain the role of money in determining price.
COMPETENCIES	**LEARNING TARGETS**
Competency: I can explain economic systems.	● I can identify money values and how it is used.

SUBJECT: Social Studies	**GRADE:** First Grade
UNIT TITLE: Civics and Government	
UNIT OVERVIEW	
By the conclusion of this unit, students will be able to independently use their learning to support the ideals of civic rights and responsibilities in regard to their local, state, nation and international relationships with actions and deeds.	
LRG SKILLS AND DISPOSITIONS	**STANDARDS**
	● 5.1.1.A. Explain the purposes of rules in the classroom and school community. ● 5.1.1.C. Define equality and the need to treat everyone equally. ● 5.1.1.E. Describe students' responsibilities in the school and community. ● 5.2.1.B. Identify a problem and attempt to solve it with adult or peer assistance. ● 5.2.1.C. Identify school projects / activities that support leadership and public service.

COMPETENCIES	LEARNING TARGETS
Competency: I can be a good citizen.	● I can explain the purpose and need for rules. ● I can define equality and the need to treat everyone fairly. ● I can demonstrate responsibilities in the school, home and community. ● I can identify a problem and explain ways to solve the problem including avoiding conflict and cooperation. ● I can identify how school or community projects support our community members.