



## 1st Grade Social Studies: Communities and Cultures

In first grade, students will explore the culture of their own communities by examining leadership in their community, the role goods and services play in a community, and the history of diverse cultures over time.

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Iowa History</u> <b>Unit 3</b>	<ul style="list-style-type: none"> <li>● SS.1.7. Investigate how social identities can influence students' own and others' thoughts and behaviors.</li> <li>● SS.1.9. Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)</li> <li>● SS.1.17. Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.</li> <li>● SS.1.18. Use a map to detail the journey of particular people, goods, or ideas as they move from place to place.</li> <li>● <b>SS.1.23. Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.</b></li> </ul>	Describe the cultural differences between Iowa's past and present including Native Americans and farming
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<u>Goods and Services:</u> <u>Near and Far</u> <b>Unit 2</b>	<ul style="list-style-type: none"> <li>● <b>SS.1.11. Compare the goods and services that people in the local community produce with those that are produced in other communities.</b></li> <li>● SS.1.12. Explain why people in one country trade goods and services with people in other countries.</li> <li>● SS.1.13. Explain why people have different jobs in the community. (21st century skills)</li> <li>● SS.1.14. Explain why something borrowed must be returned. (21st century)</li> <li>● SS.1.15. Describe the role of financial</li> </ul>	Explain how people in different places use goods from local and far away places to meet their needs.



	<ul style="list-style-type: none"> <li>institutions in the community in order to save and invest (21st century skills)</li> <li>SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.</li> <li><b>SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</b></li> </ul>	
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<p><b><u>Comparing Culture Past and Present</u></b> <b>Unit 1</b></p>	<ul style="list-style-type: none"> <li><b>SS.1.8. Identify students' own cultural practices and those of others within the community and around the world.</b></li> <li>SS.1.10. Compare and contrast rules or laws within different communities and cultures. (21st century skills)</li> <li>SS.1.20. Create a chronological sequence of multiple related events in the past and present using specific times.</li> <li><b>SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.</b></li> <li>SS.1.22. Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it.</li> </ul>	<p>Recognize life is different for people from one community to the next and the life changes over time</p>