

**Joliet Public Schools District 86**  
**Grade 1 Social Studies Curriculum**

Unit Title	Standards	Unit Overview
<p><b><u>Civics</u></b></p> <p><b>Trimester 1</b></p> <p><i>~ 6 weeks</i></p>	<ul style="list-style-type: none"> <li>● <b><u>SS.1.CV.1</u></b> - With guidance and support, explain how individuals that live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.</li> <li>● <b><u>SS.1.CV.2</u></b> - Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.</li> </ul>	<p>In this unit, students will discuss the importance of getting along and why taking turns talking and listening is imperative to effective communication. Students will practice cooperation by working together to solve puzzles and identify what makes each group member unique.</p>
<p><b><u>Economics</u></b></p> <p><b>Trimester 2</b></p> <p><i>~ 6 weeks</i></p>	<ul style="list-style-type: none"> <li>● <b><u>SS.1.EC.1</u></b>: Explain and give examples of when choices are made that something else is given up</li> <li>● <b><u>SS.1.EC.2</u></b> - Describe the skills and knowledge required to produce certain goods and services.</li> <li>● <b><u>SS.1.CV.1</u></b> - With guidance and support, explain how individuals that live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.</li> </ul>	<p>This unit uses everyday life examples to explore economics. Students will identify what families need versus what they want and how family members care for each other. The unit concludes by students observing how neighbors work together to improve their community.</p>
<p><b><u>Geography and History</u></b></p> <p><b>Trimester 3</b></p> <p><i>~ 6 weeks</i></p>	<ul style="list-style-type: none"> <li>● <b><u>SS.K-2.IS.2</u></b> - With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are a reliable source and determine fact from opinion.</li> <li>● <b><u>SS.1.G.1</u></b> - With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.</li> <li>● <b><u>SS.1.G.2</u></b> - With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.</li> <li>● <b><u>SS.1.G.3</u></b> - Compare how people in different types of communities use local and world-wide environments to meet their daily needs.</li> <li>● <b><u>SS.1.H.1</u></b> - Create a chronological sequence of multiple events based on current learning.</li> <li>● <b><u>SS.1.H.2</u></b> - Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.</li> <li>● <b><u>SS.1.H.3</u></b> - With guidance and support, investigate how our perspectives of historical events have changed over time.</li> </ul>	<p>This unit is assembled to address the questions “How can you show where you live?” and “In what ways have schools and families changed over time?” Students will be able to identify various areas on a map and show how geography affects the way of life in different regions across the United States. Students will have a discussion about family traditions and study history to understand what life was like in the past.</p>