

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	SC
Course ID	NVA090101	Grade Level	1
Course Name	History Grade 1	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

The first grade History program begins an overview of world history (spanning grades 1–4) from the Stone Age to the Space Age. Through lively stories and activities, students will:

- Understand how geography influences the rise of civilizations, and develop spatial sense through regular work with maps and globes
- Explore the recurrent themes of civilization: settling down and surviving, innovating and inventing, building cities and empires, establishing laws and government, and preserving knowledge and works of the imagination
 - Become familiar with mythologies, traditions, and belief systems of various cultures
- Identify important figures, events, and concepts related to the historical origins of major world religions
 - Recognize lasting contributions in ideas (for example, democracy, republican government, and civil service) from various civilizations

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	_____

SS2.2.2.	Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).
SS2.3.1.	Give examples of and/or identify needs, wants, goods, and services.
SS2.3.2.	Identify how price may affect buying, selling, and saving decisions.
SS2.3.3.	Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).
SS2.4.1.	Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).
SS2.4.2.	Identify tools and technologies that make life easier (e.g., cars for getting one place to another, washing machines for washing clothes, or flashlights to see in the dark).
SS2.4.3.	Describe a "current event."
SS2.5.1.	Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
SS2.5.2.	Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.
SS2.5.3.	Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing, political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.
SS2.5.4.	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).
SS2.6.1.	Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary).
SS.2.6.2.	Distinguish between fiction and non-fiction.
SS2.6.3.	Use digital tools to learn about social studies concepts.

UNIT OUTLINE	STANDARD #	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Getting Around This Great Big World 1 Getting Around the Globe	SS2.5.1	State that there is much more water than land on Earth. Define continents as the biggest pieces of land on Earth. State that there are seven continents on Earth.

		<p>Define an ocean as a large body of water.</p> <p>Name at least two major oceans.</p> <p>Explore concepts to be addressed during the year in History 1.</p>
<p>1 Getting Around This Great Big World 2 Way to Go: Directions</p>	SS2.5.1	<p>Identify the purpose of a compass rose.</p> <p>Locate the following on a map or globe: equator, North Pole, South Pole.</p> <p>Identify the directions north, south, east, and west on a compass rose.</p> <p>Show how to move north, south, east, and west on a map or globe.</p>
<p>1 Getting Around This Great Big World 3 Our World: The Lay of the Land</p>	SS2.5.1	<p>Identify the following landforms from pictures: mountain, desert, canyon, island, and peninsula.</p> <p>Identify the following landforms from pictures: river, lake, and glacier.</p>
<p>1 Getting Around This Great Big World 4 What Is History?</p>		<p>Define history as the story of the past.</p> <p>Know that historians use pictures, letters, and other sources to learn about the past.</p>
<p>1 Getting Around This Great Big World 5 What Is Archaeology?</p>		<p>Describe archaeology as one way of learning about the past.</p> <p>Explain that archaeologists dig up and study objects that ancient peoples left behind.</p> <p>Demonstrate mastery of important knowledge and skills taught in this unit.</p> <p>Define continents as the biggest pieces of land on Earth.</p> <p>Define history as the story of the past.</p> <p>State that there is much more water than land on Earth.</p> <p>Identify the following landforms from pictures: mountain, desert, canyon, island, and peninsula.</p> <p>Identify the directions north, south, east, and west on a compass rose.</p> <p>Demonstrate mastery of important knowledge and skills taught in previous lessons.</p>

		<p>State that there are seven continents on Earth.</p> <p>Name at least two major oceans.</p>
2 Early Civilizations 1 Nomads: Wandering Families	SS2.5.4, SS2.6.3	<p>Define a nomad as a wanderer who moves from place to place.</p> <p>Describe the foods and shelters used by nomadic peoples.</p> <p>Explain that nomads moved often to find food.</p>
2 Early Civilizations 2 Nomads Settle in the Fertile Crescent		<p>Explain that nomads settled in places where there was plenty of food and water.</p> <p>Identify the Fertile Crescent as an area where nomads settled.</p>
2 Early Civilizations 3 The First Villages		<p>Identify early farmers as settlers of the first villages.</p> <p>Explain that in Mesopotamia and other regions farmers needed to irrigate, or transport, water to help their crops grow.</p> <p>Explain that farmers tamed cows, goats, and other animals so they wouldn't have to rely on hunting for meat.</p>
2 Early Civilizations 4 Egyptians Lived Along the Nile River		<p>Recall that regular flooding of the Nile leaves behind good soil for farming.</p> <p>Find the Nile River on a map.</p> <p>Locate the Egyptian empire along the Nile River.</p>
2 Early Civilizations 5 Gods of Ancient Egypt		<p>Explain that Egyptians thought the gods controlled nature (such as the sun, the rain, the Nile River).</p> <p>Know that the ancient Egyptians worshipped many gods.</p> <p>Identify Amun-Ra as the sun god.</p> <p>Identify Osiris as the god of the Nile.</p>
2 Early Civilizations 7 Hieroglyphs		<p>Explain that the ancient Egyptians wrote using hieroglyphs.</p> <p>Identify ways that writing helped civilization develop.</p>
2 Early Civilizations 9 Mummies		<p>Explain that mummies were buried with furniture, treasures, and food to keep them happy in the afterlife.</p>

		<p>Explain why the Egyptians wanted to preserve the bodies of the dead.</p>
<p>2 Early Civilizations 10 The Great Pyramid</p>		<p>Explain that the ancient Egyptians built pyramids for some pharaohs.</p> <p>Identify the sphinx.</p> <p>Describe the ancient Egyptian pyramids as being built by hand.</p>
<p>2 Early Civilizations 11 Tutankhamen - King Tut</p>		<p>Name two of the artifacts found in King Tut's tomb.</p> <p>Identify King Tut as an Egyptian pharaoh.</p> <p>Explain that, unlike most other tombs, Tutankhamen's tomb had not been robbed.</p>
<p>2 Early Civilizations 12 The Egyptian Cinderella</p>		<p>Demonstrate mastery of important knowledge and skills taught in this unit.</p> <p>Explain that in Mesopotamia and other regions farmers needed to irrigate, or transport, water to help their crops grow.</p> <p>Know that the ancient Egyptians worshipped many gods.</p> <p>Recall that regular flooding of the Nile leaves behind good soil for farming.</p> <p>Explain why the Egyptians wanted to preserve the bodies of the dead.</p> <p>Identify the Fertile Crescent as an area where nomads settled.</p> <p>Find the Nile River on a map.</p> <p>Explain that the ancient Egyptians wrote using hieroglyphs.</p> <p>Explain that the ancient Egyptians built pyramids for some pharaohs.</p>
<p>3 The Rise of Ancient Empires 1 Pyramids and Ziggurats</p>		<p>Explain that monuments such as pyramids and ziggurats were built to honor the gods worshipped by people in ancient civilizations.</p> <p>Identify a picture of a ziggurat.</p>

		Identify Mesopotamian temples as ziggurats.
3 The Rise of Ancient Empires 3 Abraham Goes to Canaan		Know that the followers of Judaism believe in one God. Identify Judaism as the religion of Abraham. Explain why Abraham went to Canaan.
3 The Rise of Ancient Empires 4 Joseph and the Coat of Many Colors		Identify Abraham's many descendants as the Israelites, or the Jewish people.
3 The Rise of Ancient Empires 5 The Israelites Go to Egypt		Know that the Jewish people worshipped only one God. Know that Joseph interpreted the pharaoh's dreams. Know that the Israelites left Canaan and went to Egypt.
3 The Rise of Ancient Empires 6 The Tower of Babel		Identify ziggurat as the name for the temple the Babylonians built to worship their gods. Identify Babylon as a large, powerful city in Mesopotamia. Know that the story from the Hebrew Bible about the Tower of Babel is about why there are different languages.
3 The Rise of Ancient Empires 7 Hammurabi, The Fair King		Identify reasons why laws are important to civilization. Identify the Code of Hammurabi as the first written set of laws.
3 The Rise of Ancient Empires 8 A Mesopotamian Myth: The Legend of Gilgamesh		Tell the main events from The Legend of Gilgamesh and Enkidu.
3 The Rise of Ancient Empires 9 Rivers as Roads in Mesopotamia		Identify the Code of Hammurabi as the first written set of laws. Locate the Tigris River and the Euphrates River on a map. Know that the Israelites left Canaan and went to Egypt. Demonstrate mastery of important knowledge and skills taught in previous lessons.

		<p>Identify Mesopotamian temples as ziggurats.</p> <p>Explain that monuments such as pyramids and ziggurats were built to honor the gods worshipped by people in ancient civilizations.</p> <p>Tell the main events from The Legend of Gilgamesh and Enkidu.</p> <p>Identify Abraham's many descendants as the Israelites, or the Jewish people.</p> <p>Explain why Abraham went to Canaan.</p> <p>Identify Babylon as a large, powerful city in Mesopotamia.</p> <p>Know that the followers of Judaism believe in one God.</p> <p>Demonstrate mastery of important knowledge and skills taught in this unit.</p>
4 Ancient Kingdoms Rise and Fall 2 A Woman as Pharaoh!		<p>Identify Hatshepsut as one of the few women who ruled as pharaoh of ancient Egypt.</p> <p>Explain that Hatshepsut left a record of her reign behind in a great temple.</p>
4 Ancient Kingdoms Rise and Fall 3 Ramses II: The Great Builder		<p>Name Ramses II as the pharaoh who ordered the building of many temples and statues.</p> <p>Identify Abu Simbel as a temple built by Ramses II.</p>
4 Ancient Kingdoms Rise and Fall 4 Moses in the Basket		<p>State that the Israelites worshipped one god.</p> <p>Explain that the Israelites went to Egypt and were enslaved by the Egyptians.</p> <p>Identify Moses as a Jew who was raised as an Egyptian.</p>
4 Ancient Kingdoms Rise and Fall 5 The Exodus from Egypt		<p>Identify Moses as the man who led the Israelites out of Egypt.</p> <p>Name Exodus as the Israelites' long journey out of Egypt.</p>
4 Ancient Kingdoms Rise and Fall 6 David, Israel's Second King		<p>Identify the land of Canaan as the new home for the nation of Israel.</p> <p>Retell main events from the story of David and Goliath.</p>

		Identify Saul as the first king of Israel.
4 Ancient Kingdoms Rise and Fall 7 Solomon, the Wise King		Identify Solomon as the king of Israel who followed David. Tell that Solomon was considered a wise king because he was able to solve difficult problems.
4 Ancient Kingdoms Rise and Fall 9 Back to Babylon		Identify the Hanging Gardens of Babylon as one of the Seven Wonders of the Ancient World. Identify Nebuchadnezzar as the king who built the Hanging Gardens of Babylon. Identify Nebuchadnezzar as a strong king of ancient Babylon.
4 Ancient Kingdoms Rise and Fall 10 Ishtar and Tammuz: A Babylonian Myth		Demonstrate mastery of important knowledge and skills taught in this unit. Name Ramses II as the pharaoh who ordered the building of many temples and statues. Retell main events from the story of David and Goliath. Identify Moses as a Jew who was raised as an Egyptian. Name Exodus as the Israelites' long journey out of Egypt. Identify Solomon as the king of Israel who followed David. Identify Nebuchadnezzar as the king who built the Hanging Gardens of Babylon. Demonstrate mastery of important knowledge and skills taught in previous lessons. Identify Hatshepsut as one of the few women who ruled as pharaoh of ancient Egypt. State that the Israelites worshipped one god. Tell that Solomon was considered a wise king because he was able to solve difficult problems. Identify Saul as the first king of Israel.

<p>5 Ancient Greece, Part I: The Land and the Myths 3 Life in Ancient Greece</p>	<p>SS2.2.1, SS2.2.2</p>	<p>Explain that much of the land in Greece was hard to farm.</p> <p>Locate Greece on a map.</p> <p>Explain that Greece was made up of many city-states.</p> <p>Describe the land in Greece as rocky and mountainous.</p>
<p>5 Ancient Greece, Part I: The Land and the Myths 4 The Greek Gods</p>	<p>SS2.2.2</p>	<p>Explain that while the Greek gods sometimes acted like people, the Greeks believed they were immortal and had amazing powers.</p> <p>Identify Zeus as king of the Greek gods.</p> <p>Explain that the ancient Greeks believed in many gods and goddesses.</p> <p>Identify Mount Olympus as the home of the Greek gods.</p>
<p>5 Ancient Greece, Part I: The Land and the Myths 5 The Judgment of Paris</p>	<p>SS2.2.2</p>	<p>Name the Greeks and the Trojans as the people who fought each other in the Trojan War.</p> <p>Identify the main points of the myth the Greeks told to explain the beginnings of the Trojan War, such as the argument over who should receive the golden apple and how Paris took Helen to Troy.</p>
<p>5 Ancient Greece, Part I: The Land and the Myths 6 The Trojan War: Part 1</p>	<p>SS2.2.2</p>	<p>Find Troy on the map of Ancient Greece.</p> <p>Identify Priam as the king of the Trojans.</p>
<p>5 Ancient Greece, Part I: The Land and the Myths 7 The Trojan War: Part 2</p>	<p>SS2.2.2</p>	<p>Identify Homer as a Greek poet and author of the Iliad.</p> <p>Retell the story of the Trojan Horse.</p> <p>Identify Odysseus as a Greek hero.</p>
<p>5 Ancient Greece, Part I: The Land and the Myths 8 Homer's Great Greek Epics</p>	<p>SS2.2.2</p>	<p>Explain that the Iliad is about the Trojan War.</p> <p>Explain that the Odyssey is about Odysseus's journey home.</p> <p>Name Homer as the poet who wrote the Iliad and the Odyssey.</p>
<p>5 Ancient Greece, Part I: The Land and the Myths 9 Let the</p>	<p>SS2.2.2</p>	<p>Explain that the first Olympic games were held in ancient Greece.</p> <p>Describe the original Olympics as athletic games.</p>

<p>Olympic Games Begin!</p>		
<p>5 Ancient Greece, Part I: The Land and the Myths 10 Greek Myths: Arachne and King Midas</p>	<p>SS2.2.2</p>	<p>Explain that the Greek myth of Arachne tells how spiders came to be.</p> <p>Tell that the stories about the Greek gods and goddesses are called myths.</p> <p>Tell that the phrase golden touch comes from the Greek myth about King Midas.</p>
<p>5 Ancient Greece, Part I: The Land and the Myths 11 Greek Myths: Heroes and Monsters</p>	<p>SS2.2.2</p>	<p>Demonstrate mastery of important knowledge and skills taught in this unit.</p> <p>Explain that some Greek myths are about heroes and monsters.</p> <p>Identify Perseus as the hero in a Greek myth who slays the monster Medusa.</p> <p>Define heroes in Greek myths as strong, brave characters who do amazing deeds.</p> <p>Name Homer as the poet who wrote the Iliad and the Odyssey.</p> <p>Explain that the first Olympic games were held in ancient Greece.</p> <p>Tell that the stories about the Greek gods and goddesses are called myths.</p> <p>Locate the Mediterranean Sea on the globe.</p> <p>Identify Mount Olympus as the home of the Greek gods.</p> <p>Tell that the phrase golden touch comes from the Greek myth about King Midas.</p> <p>Explain that Greece was made up of many city-states.</p> <p>Retell the story of the Trojan Horse.</p> <p>Identify Zeus as king of the Greek gods.</p> <p>Explain that the ancient Greeks believed in many gods and goddesses.</p>

		<p>Name the Greeks and the Trojans as the people who fought each other in the Trojan War.</p> <p>Explain that the Iliad is about the Trojan War.</p>
6 Ancient Greece, Part II: From Athens to Alexander 1 Athena Gets a City	SS2.2.2	<p>Identify Athena as the ancient Greek goddess of wisdom.</p> <p>Identify Poseidon as the ancient Greek god of the sea.</p> <p>Explain that Athena's gift to the people of Athens was the olive tree.</p> <p>Explain that Athens is named after the goddess Athena.</p>
6 Ancient Greece, Part II: From Athens to Alexander 2 Athens and Democracy	SS2.2.2	<p>Describe ancient Athens as a democracy.</p> <p>Locate Athens on a map.</p> <p>Define democracy as the people rule.</p>
6 Ancient Greece, Part II: From Athens to Alexander 3 Sparta: Be Brave and Strong	SS2.2.2	<p>Explain that Spartans were known for their toughness and bravery.</p> <p>Describe the Spartans as a warrior people.</p> <p>Locate Sparta on a map.</p>
6 Ancient Greece, Part II: From Athens to Alexander 4 Persia Rising: Darius on the Move		<p>Name Darius as an emperor who ruled the Persian Empire.</p> <p>Locate the Persian Empire on a map.</p> <p>Explain that the Athenians fought against Emperor Darius.</p>
6 Ancient Greece, Part II: From Athens to Alexander 5 The Battle of Marathon		<p>Explain that the Greeks defeated the Persians at Marathon.</p> <p>Explain that the Persians tried to conquer Greece.</p> <p>Retell the story of the messenger who ran from Marathon to Athens with news of the Athenian victory over the Persians.</p>
6 Ancient Greece, Part II: From Athens to Alexander 6 The Battle of Thermopylae		<p>Explain that the Greeks lost the Battle of Thermopylae, but the delay allowed the Athenians to get their navy ready.</p> <p>State that the Greeks won the war against the Persians.</p> <p>Name the Greeks and the Persians as the two forces that fought each other at the Battle of Thermopylae.</p>

<p>6 Ancient Greece, Part II: From Athens to Alexander 7 The Golden Age of Athens: Pericles</p>		<p>Explain that Pericles believed in democracy and helped turn Athens into one of the greatest cities in the world.</p> <p>Identify the Parthenon from a picture.</p> <p>Identify Pericles as a leader of Athens.</p> <p>Tell that the Parthenon, a temple in Athens, was dedicated to Athena.</p>
<p>6 Ancient Greece, Part II: From Athens to Alexander 8 Lovers of Wisdom</p>		<p>Define philosopher as a thinker or a person who loves wisdom. Identify Socrates, Plato, and Aristotle as philosophers from Athens.</p>
<p>6 Ancient Greece, Part II: From Athens to Alexander 10 Young Alexander</p>		<p>State that Bucephalus was Alexander's horse. Tell that the king of Macedonia conquered the Greek city-states. Tell major events of the story of the Gordian Knot.</p>
<p>6 Ancient Greece, Part II: From Athens to Alexander 11 Alexander the Great</p>		<p>Define democracy as the people rule.</p> <p>Retell the story of the messenger who ran from Marathon to Athens with news of the Athenian victory over the Persians.</p> <p>Identify Athena as the ancient Greek goddess of wisdom.</p> <p>Describe ancient Athens as a democracy.</p> <p>Explain that the Greeks defeated the Persians at Marathon.</p> <p>Describe the Spartans as a warrior people.</p> <p>Explain that Spartans were known for their toughness and bravery.</p> <p>Explain that Alexander conquered many lands and created a vast empire.</p> <p>Identify the Parthenon from a picture. Identify Socrates, Plato, and Aristotle as philosophers from Athens.</p> <p>Demonstrate mastery of important knowledge and skills taught in this unit.</p>

		Explain that Alexander came to be known as "Alexander the Great."
7 Ancient India 1 The Mystery of Mohenjo-Daro		Define citadel as a large, round building shaped like a mound. Explain that the early people of the Indus Valley built citadel cities. Locate the Indus River on a map.
7 Ancient India 2 Ancient Hinduism		Describe the Hindu religion as having many gods and goddesses. Name Hinduism as a very old religion that began near the Indus River. Explain that there is one great power called Brahman in the Hindu religion.
7 Ancient India 3 The Ganges River		Locate the Indian subcontinent on a map. Locate the Ganges River on a map. State that the Hindus consider the Ganges River to be sacred.
7 Ancient India 4 The Ramayana		Identify the Ramayana as a sacred Hindu book. Explain that in a story from the Ramayana, the god Vishnu became a prince named Rama and defeated an evil king.
7 Ancient India 5 Siddhartha Gautama: The Buddha		Summarize the story of how Siddhartha became the Buddha. Identify Siddhartha Gautama as the Buddha, the person who started Buddhism. Explain that Siddhartha Gautama was an Indian prince.
7 Ancient India 6 Asoka and the Spread of Buddhism		Explain that Asoka converted to Buddhism and tried to spread this religion. Identify Asoka as a famous ruler of India. Explain that Asoka expanded the empire of India and helped unite it.
7 Ancient India 7 A Jataka Tale: The Monkey King		Identify Siddhartha Gautama as the Buddha, the person who started Buddhism.

		<p>Locate the Ganges River on a map.</p> <p>State that the Hindus consider the Ganges River to be sacred.</p> <p>Identify the Ramayana as a sacred Hindu book.</p> <p>Explain that Asoka converted to Buddhism and tried to spread this religion.</p> <p>Explain that the early people of the Indus Valley built citadel cities.</p> <p>Locate the Indus River on a map.</p> <p>Describe the Hindu religion as having many gods and goddesses.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Identify the Jataka Tales as stories that illustrate Buddhist teachings about how to live a good life.</p>
8 Ancient China 1 Farming in Ancient China		<p>Locate China on a map.</p> <p>Locate the Yellow and Yangtze Rivers.</p> <p>Explain that the annual flooding of rivers allowed people to grow grain such as rice.</p>
8 Ancient China 2 Early China: The Discovery of Silk		<p>Explain that the ancient Chinese discovered how to make silk.</p> <p>Explain that silk comes from silkworms.</p> <p>Explain that China became famous for silk cloth produced there.</p>
8 Ancient China 3 Chinese Calligraphy		<p>Explain that ancient Chinese wrote by drawing pictures that stood for words.</p> <p>Define calligraphy as artistic handwriting..</p>
8 Ancient China 4 Confucius: The Wise Teacher		<p>Identify Confucius as a teacher in ancient China.</p> <p>Explain that Confucius had many sayings to help people live better lives.</p>
8 Ancient China 5 The Emperor Builds a Wall		<p>Identify Qin Shi Huangdi as the ruler who unified China.</p>

		<p>Explain that the Great Wall was built to keep invaders out of China.</p>
8 Ancient China 6 The Tomb of Qin Shi Huangdi		<p>Describe Qin Shi Huangdi's underground tomb as being full of life-size clay soldiers and horses.</p> <p>Explain that Qin Shi Huangdi built a large underground tomb.</p>
8 Ancient China 7 The Han Dynasty		<p>Locate the Yellow and Yangtze Rivers.</p> <p>Explain that the ancient Chinese discovered how to make silk. Explain that the annual flooding of rivers allowed people to grow grain such as rice.</p> <p>Describe Qin Shi Huangdi's underground tomb as being full of life-size clay soldiers and horses.</p> <p>Identify Confucius as a teacher in ancient China.</p> <p>Define calligraphy as artistic handwriting.</p> <p>Explain that the Great Wall was built to keep invaders out of China.</p> <p>Identify the ancient Chinese as the civilization that invented paper.</p> <p>Demonstrate mastery of important knowledge and skills in this unit.</p> <p>Explain that the Han Dynasty ushered in a time of peace and innovation.</p>
SS1 Grade 1 Social Studies 1 Symbols of the United States		<p>Recognize a national symbol of freedom: the Statue of Liberty.</p> <p>Recognize national symbol of freedom: The bald eagle.</p> <p>Recognize national symbols of freedom: bald eagle and the Statue of Liberty.</p>
SS1 Grade 1 Social Studies 2 Holidays: Presidents' Day		<p>Describe the origins and purpose of Presidents' Day.</p>

SS1 Grade 1 Social Studies 3 Rules and Laws A		Participate in the process of creating rules by voting. Recognize the purpose of rules and laws.
SS1 Grade 1 Social Studies 4 Rules and Laws B		Give examples of the consequences of breaking rules and laws. Explain why we have rules and laws. Recognize the consequences for breaking rules
SS1 Grade 1 Social Studies 5 Citizenship A		List examples of good citizenship. Describe rights and responsibilities of citizens in the community and country.
SS1 Grade 1 Social Studies 6 Citizenship B		List examples of how members of the community work together for the common good. Describe how members of a peer group work together and cooperate.
SS1 Grade 1 Social Studies 7 Cultures: Families and Traditions		Compare and contrast storytelling traditions from different cultures.
SS1 Grade 1 Social Studies 8 How We Get Around, Past and Present		Compare and contrast transportation methods from the past and the present.
SS1 Grade 1 Social Studies 9 Continuity and Change		Recognize similarities and differences in family life between present and earlier generations.
SS1 Grade 1 Social Studies 10 Chronological Thinking		Produce simple time lines. Recognize time lines.
SS1 Grade 1 Social Studies 11 Goods and Services		Recognize that people are both buyers and sellers. Identify examples of goods and services.
SS1 Grade 1 Social Studies 12 Needs and Wants		Explain why wanting more than they can have requires that people make choices.

		Identify examples of choices people make when buying goods and services.
SS1 Grade 1 Social Studies 13 Money		Describe the purpose of money. Describe how people earn, save, and spend money.
SS1 Grade 1 Social Studies 14 Consumers and Producers		Recognize the role of consumers in the process that begins with production and ends with consumption. Give examples of the specialized work that people do to produce, transport, and market goods. Lesson 15: Jobs
SS1 Grade 1 Social Studies 15 Jobs		Identify some jobs that provide needed community services. List some services that every community needs. Describe some requirements of community service jobs.