

**Standards Curriculum Map  
Bourbon County Schools**

Level: First Grade

Grade and/or Course: Social Studies

Updated/Created: May 2020

**Civics(C)**

**Economics (E)**

**Geography (G)**

**History (H)**

Days:	KAS:	Inquiry Standards	( I can) Skills/Targets:	Vocabulary:	Strategies:	Resources & Activities:
Civics: 1-20	<p>1.C.RR.1 Identify the rights and responsibilities of citizens. Civics (Virtues and Democratic Principles)</p> <p>1.C.CV.1 Describe basic democratic principles</p> <p>1.C.CV.2 Describe civic virtues Civics (Processes, Rules, and Laws)</p> <p>1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose.</p>	<p><b>Inquiry Standards: Questioning</b> 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 occurs through the exploration of the discipline strand standards.</p> <p><b>Inquiry Standards: Using Evidence</b> 1.I.U.E.1 Identify information from two or</p>	<p>I can identify the rights and responsibilities of a citizen of my classroom.</p> <p>I can identify the rights and responsibilities of a citizen of my community.</p> <p>I can identify the rights and responsibilities of a citizen of my state.</p> <p>I can describe equality and what it looks like.</p> <p>I can describe freedom and what it looks like.</p> <p>I can describe and participate in activities that show I can use civic virtues.</p>	<p>rights responsibilities citizens community civics Voting democratic principles civic virtues community voting equality Freedom rule law Community Government leaders Roles Responsibilities symbolic</p>	<p><b>Inquiry Process</b></p> <p><b>Timed Pair Share</b></p> <p><b>Rally Coach</b></p> <p><b>Quiz-Quiz Trade</b></p> <p><b>Fan-n-Pick</b></p>	<p><b>Activities:</b> - Create class rules together. - Discuss community and state laws as they apply to the students and as they come up in informal discussions (i.e. crossing at the crosswalks, driving and voting at certain ages, recycling, etc.) Decide as a group what rules are needed to maintain a safe and productive environment. -Guide students into categorizing rules into general areas: 1) our responsibilities to ourselves 2) our responsibilities to others 3) our responsibilities with our own things</p>

	<p>Civics (Civic &amp; Political Institutions/KY Government)</p> <p>1.C.CP.1 Describe the purpose of Kentucky government.</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>more sources to describe multiple perspectives about communities in Kentucky.</p> <p>1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.</p> <p><b>Inquiry Standards: Communicating Conclusions</b></p> <p>1.I.CC.1 Construct an explanation about a specific community in Kentucky.</p> <p>1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.</p> <p>1.I.CC.3 Identify ways to civically engage in the local community.</p> <p>1.I.CC.4 Use listening and voting procedures to</p>	<p>I can identify a rule in the school and explain why we have that rule.</p> <p>I can identify a law in our community and explain why we have that law.</p> <p>I can identify a law in our state and explain why we have that law.</p> <p>I can describe what a government does.</p> <p>I can name services that the Kentucky Government provides.</p> <p>I can identify the leader of my school.</p> <p>I can identify the leader of my community.</p> <p>I can identify the leaders of Kentucky.</p>	<p>figures</p> <p>symbolic places</p> <p>symbolic events</p> <p>principal</p> <p>mayor</p> <p>governor</p> <p>legislator</p>		<p>- Create a class book entitled, "Being a Good Citizen". Students will sort rules for home, community, and school.</p> <p>-Write and illustrate classroom rules/ Constitution. Create a cause and effect chart of what happens when you follow and don't follow the rules (consequences).</p> <p><b>Resources:</b></p> <p><a href="#">Brainpopjr.: Rights and Responsibilities Video</a></p> <p><a href="#">BrainpopJr: Local and State Governments</a></p> <p><a href="http://www.c3teachers.org: Why Should I Be a Global Citizen?">www.c3teachers.org: Why Should I Be a Global Citizen?</a></p> <p>Kentucky Government: What makes a community healthy?<a href="https://kystandards.org/standards-resource/s/sal/ss_sal/">https://kystandards.org/standards-resource/s/sal/ss_sal/</a></p>
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		decide on and take action in their school, local community or Kentucky	I can name historical figures and places of Kentucky and tell why they are important.			<b>Trade Books:</b> -No David, by David Shannon -Do unto Otters, by Laurie Keller
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HOT questions: How can I be a responsible citizen? Do rights and responsibilities differ based on the environment?

Days:	KAS:	Inquiry Standards	( I can) Skills/Targets:	Vocabulary:	Strategies:	Resources & Activities:
ECON: 21-40	<p>1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>1.E.MI.2 Give an example of a cost or benefit of an event.</p> <p>1.E.MA.1 Describe how different jobs, as well as public and private institutions help people in the community.</p>	<p><b>Inquiry Standards: Questioning</b></p> <p>1.I.Q.1 Ask compelling questions about communities in Kentucky.</p> <p>1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p>Investigating occurs through the exploration of the discipline strand standards.</p>	<p>I can identify consumers and producers.</p> <p>I can tell the difference between consumers and producers.</p> <p>I can give an example of the cost of an event.</p> <p>I can give an example of a benefit of an event.</p> <p>I can identify community helpers.</p>	<p>consumers producers cost Benefit jobs public Private goods services trade produce skills goods strengths Regions</p>	<p><b>Inquiry Process</b></p> <p><b>Timed Pair Share</b></p> <p><b>Rally Coach</b></p> <p><b>Quiz-Quiz Trade</b></p> <p><b>Fan-n-Pick</b></p>	<p><b>Activities:</b></p> <p>-Writing Activity: What job do you want to have when you grow up?</p> <p>-Create a chart of goods and services that are important in students' lives. Sort goods and series according to needs and wants.</p> <p>-Ask a businessperson to talk to the class about what he/she produces or provides a service for.</p> <p>- Discuss how resources influence choice of settlement during cultural studies.</p>

<p>1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.</p> <p>1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths, and goods.</p> <p>1.E.KE.1 Identify and describe what goods and services are produced in different places and regions in Kentucky.</p> <p>1.E.IC.1 Predict a person's change in behavior in response to incentives and opportunity costs.</p>	<p><b>Inquiry Standards: Using Evidence</b></p> <p><b>1.1.UE.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</b></p> <p><b>1.1.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.</b></p> <p><b>Inquiry Standards: Communicating Conclusions</b></p> <p><b>1.1.CC.1 Construct an explanation about a specific community in Kentucky.</b></p> <p><b>1.1.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.</b></p>	<p>I can describe how community helpers contribute to the community.</p> <p>I can describe how a public institution helps the community.</p> <p>I can describe how a private institution helps the community.</p> <p>I can identify goods and services produced in Kentucky.</p> <p>I can explain why goods and services are traded.</p> <p>I can investigate how people develop special skills to provide a service or good.</p> <p>I can identify an incentive in the classroom.</p>	<p>opportunity cost scarcity incentives</p>		<p>-Identify example of bartering in folk tales and other literature and in historical activities that arise throughout the year.</p> <p><b>Resources:</b></p> <p><a href="#">-BrainPopJr.: Goods and services video</a></p> <p><a href="#">BrainPopJr.: Needs and Wants</a></p> <p><b>Trade Books:</b></p> <p>-Goods and Services Around Town, by Heather Schwartz</p> <p>- A Chair for My Mother, by Vera Williams</p> <p>-What Do We Need?, by Trisha Callella</p> <p>-Those Shoes, by Maribet Boelts</p> <p>-My Granny Went to the Market, by Stella Blackstone</p>
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	<p>1.E.IC.2 Explain how choices are made as a result of scarcity.</p>	<p>1.I.CC.3 Identify ways to civically engage in the local community.</p> <p>1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community or Kentucky</p>	<p>I can predict how a student will respond to receiving/or losing an incentive.</p> <p>I can identify the opportunity cost.</p> <p>I can predict how a student will respond to having an opportunity cost.</p> <p>I will explain how a student will make a choice when there is a scarcity of a resource.</p>			
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HOT questions: How do producers and consumers work together?

Days:	KAS:	Inquiry Standards	( I can) Skills/Targets:	Vocabulary:	Strategies:	Resources & Activities:
GEO: 41-60	<p>1.G.MM.1 Explain why and how people and goods move to and within communities.</p>	<p><b>Inquiry Standards: Questioning</b></p> <p>1.I.Q.1 Ask compelling questions about</p>	<p>I can explain why people move to or within a community.</p>	<p>goods communities Characteristics culture landscape</p>	<p><b>Inquiry Process</b></p> <p><b>Timed Pair Share</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Locate places on a map and/or globe.</li> <li>- Make a map of the classroom on a poster</li> </ul>

<p>1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky</p> <p>1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.</p> <p>1.G.HE.1 Describe ways people modify their environment.</p> <p>1.G.GR.1 Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.</p>	<p>communities in Kentucky.</p> <p><b>1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.</b></p> <p><b>Investigating occurs through the exploration of the discipline strand standards.</b></p> <p><b>Inquiry Standards: Using Evidence</b></p> <p><b>1.I.UE.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</b></p> <p><b>1.I.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.</b></p> <p><b>Inquiry Standards:</b></p>	<p>I can explain how goods move to or within a community.</p> <p>I can contrast the physical and human characteristics of communities in Kentucky.</p> <p>I can describe traditions from school, community, and state.</p> <p>I can compare and contrast the cultures of two different regions in Kentucky.</p> <p>I can describe ways people modify their environment.</p> <p>I can create a map or model of a familiar place.</p>	<p>regions change</p> <p>Environment geography location scales</p>	<p><b>Rally Coach</b></p> <p><b>Quiz-Quiz Trade</b></p> <p><b>Fan-n-Pick</b></p>	<p>board and draw themselves at their desk/table.</p> <ul style="list-style-type: none"> <li>- Using a political map of the United States and a globe, identify the location of the compass rose, map key/legend, and scale.</li> <li>- Using cardinal directions, have students create a simple map of the school. Have them create a title, compass rose, map key/legend, and scale.</li> <li>- Watch the teacher draw continents on a grapefruit, cut and flatten the grapefruit to illustrate how a globe is 3-dimensional and a map is flat.</li> <li>- Use containers that fit one inside the other to represent city, country, and continent.</li> </ul> <p><b>Resources:</b></p> <p><a href="#">Brainpop Jr: Reading Maps Video</a></p>
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		<p><b>Communicating Conclusions</b></p> <p><b>1.1.CC.1</b> Construct an explanation about a specific community in Kentucky.</p> <p><b>1.1.CC.2</b> Construct an argument with reasons to address how to improve the local community and Kentucky.</p> <p><b>1.1.CC.3</b> Identify ways to civically engage in the local community.</p> <p><b>1.1.CC.4</b> Use listening and voting procedures to decide on and take action in their school, local community or Kentucky</p>				<p><a href="#">BrainpopJr.: Landforms Video</a></p> <p><b>Trade Books:</b></p> <ul style="list-style-type: none"> <li>- Follow That Map, by Scot Ritchie</li> <li>-Me On The Map, by Joan Sweeney</li> <li>- Mapping Penny's World, by Loreen Leedy</li> </ul>
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HOT questions: How do landscapes affect the way people live? How do geographical regions in Kentucky affect the lifestyles of the people living in those regions?

Days:	KAS:	Inquiry Standards	( I can) Skills/Targets:	Vocabulary:	Strategies:	Resources & Activities:
HIST: 61-80	<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>1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state</p> <p>1.H.KH.1 Compare life in Kentucky in the past to life in Kentucky today.</p> <p>1.H.KH.2 Identify Kentucky symbols, songs and traditions.</p>	<p><b>Inquiry Standards: Questioning</b></p> <p>1.I.Q.1 Ask compelling questions about communities in Kentucky.</p> <p>1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p>Investigating occurs through the exploration of the discipline strand standards.</p> <p><b>Inquiry Standards: Using Evidence</b></p> <p>1.I.UE.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</p>	<p>I can compare and contrast an item from the past to what is used today.</p> <p>I can compare and contrast people from the past to people today.</p> <p>I can compare and contrast an event from the past to current events in my school, community, and state.</p> <p>I can identify an event in Kentucky and explain the cause and effect that it has on our state.</p> <p>I can work with a partner to complete a task.</p> <p>I can work with a group to complete a task.</p> <p>I can describe a time when a community would need to</p>	<p>past present community State cause effect community State individual group Related past today symbols traditions</p>	<p><b>Inquiry Process</b></p> <p><b>Timed Pair Share</b></p> <p><b>Rally Coach</b></p> <p><b>Quiz-Quiz Trade</b></p> <p><b>Fan-n-Pick</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>-Thanksgiving</li> <li>-Pilgrims and Native Americans: Comparing the past to the present</li> <li>-Holidays around the world</li> <li>-Create a T-chart of characteristics of families “Then”(Past) and “Now” (Present)</li> <li>-Create a Venn Diagram to compare and contrast school “Then” (Past) and “Now” (Present).</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">-Virtual Field Trip to Plymouth</a></li> <li><a href="#">-First Thanksgiving Unit Guide</a></li> </ul> <p><b>Trade Books:</b></p>

		<p><b>1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.</b></p> <p><b>Inquiry Standards: Communicating Conclusions</b></p> <p><b>1.I.CC.1 Construct an explanation about a specific community in Kentucky.</b></p> <p><b>1.I.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.</b></p> <p><b>1.I.CC.3 Identify ways to civically engage in the local community.</b></p> <p><b>1.I.CC.4 Use listening and voting procedures to decide on and take action in their school,</b></p>	<p>work together to complete a project.</p> <p>I can compare and contrast life in Kentucky in the past to life in Kentucky today.</p> <p>I can identify symbols of Kentucky (flag, bird, song, event).</p>			
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		local community or Kentucky				
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HOT questions: How do families grow and change over time? How does culture and location affect the way people celebrate holidays? How has time changed the way students go to school? What are some key features of Kentucky culture? How do state symbols reflect the culture and landscape of our state?

Days:	KAS:	Inquiry Standards	( I can) Skills/Targets:	Vocabulary:	Strategies:	Resources & Activities:
Civics: 81-100	1.C.RR.1 Identify the rights and responsibilities of citizens. Civics (Virtues and Democratic Principles)  1.C.CV.1 Describe basic democratic principles	<b>Inquiry Standards: Questioning</b> 1.1.Q.1 Ask compelling questions about communities in Kentucky. 1.1.Q.2 Identify supporting questions to investigate compelling questions about	I can identify the rights and responsibilities of a citizen of my classroom.  I can identify the rights and responsibilities of a citizen of my community.	rights responsibilities citizens community civics Voting democratic principles civic virtues community	<b>Inquiry Process</b>  <b>Timed Pair Share</b>  <b>Rally Coach</b>  <b>Quiz-Quiz Trade</b>	<b>Activites:</b> -President's Day  -Use current events and daily life activities to discuss the purposes of specific laws. -Discuss the purpose of laws during culture studies. -Help develop a

	<p>1.C.CV.2 Describe civic virtues Civics (Processes, Rules, and Laws)</p> <p>1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose. Civics (Civic &amp; Political Institutions/KY Government)</p> <p>1.C.CP.1 Describe the purpose of Kentucky government.</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>communities in Kentucky. Investigating occurs through the exploration of the discipline strand standards.</p> <p><b>Inquiry Standards: Using Evidence</b> 1.1.UE.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</p> <p>1.1.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.</p> <p><b>Inquiry Standards: Communicating Conclusions</b> 1.1.CC.1 Construct an explanation about a</p>	<p>I can identify the rights and responsibilities of a citizen of my state.</p> <p>I can describe equality and what it looks like.</p> <p>I can describe freedom and what it looks like.</p> <p>I can describe and participate in activities that show I can use civic virtues.</p> <p>I can identify a rule in the school and explain why we have that rule.</p> <p>I can identify a law in our community and explain why we have that law.</p> <p>I can identify a law in our state and explain why we have that law.</p> <p>I can describe what a government does.</p>	<p>voting equality Freedom rule law Community Government leaders roles responsibilities symbolic figures symbolic places symbolic events principal mayor governor legislator</p>	<p><b>Fan-n-Pick</b></p>	<p>classroom “Bill of Rights” -Perform classroom jobs and duties -Discuss school rules and consequences -Discuss district discipline policy -Brainstorm a list of questions with the class to ask the principal, assistant principal, and/or safety officer about their roles in making and enforcing rules and laws. -Invite administrators to be interviewed by the class using questions generated by class. (Primary Source)</p> <p><b>Resources:</b></p> <p><a href="https://www.brainpopjr.com/">Brainpopjr.: President Video</a></p> <p><a href="http://www.c3teachers.org/">www.c3teachers.org: Is the President the Most Important Person in</a></p>
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		<p><b>specific community in Kentucky.</b></p> <p><b>1.1.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.</b></p> <p><b>1.1.CC.3 Identify ways to civically engage in the local community.</b></p> <p><b>1.1.CC.4 Use listening and voting procedures to decide on and take action in their school, local community or Kentucky</b></p>	<p>I can name services that the Kentucky Government provides.</p> <p>I can identify the leader of my school.</p> <p>I can identify the leader of my community.</p> <p>I can identify the leaders of Kentucky.</p> <p>I can name historical figures and places of Kentucky and tell why they are important.</p>			<p><a href="#">Government?</a></p> <p><b>Trade Books:</b></p> <p>- What if Everybody Did That?, by Ellen Javernick</p> <p>-Click, Clack, Moo, Cows That Type, by Doreen Cronin</p> <p>-Duck for President, By Doreen Cronin</p>
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HOT questions: (Compelling) Does development mean progress?

What are the differences between rights and responsibilities?

What rights and responsibilities do I have in my classroom? In my community? In my state?

What does equality look like in my community?

What freedoms do I have within my community?

What is the difference between a rule and a law?  
 Why do we have rules at school and home?  
 Why do we have laws in our community?  
 How does the government work in our state?  
 Who are leaders within our school and why are they important? In our state?  
 Who are some historical figures in Kentucky? Why are they important to our state?

Days:	KAS:	Inquiry Standards	( I can) Skills/Targets:	Vocabulary:	Strategies:	Resources & Activities:
Econ: 101- 120	<p>1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>1.E.MI.2 Give an example of a cost or benefit of an event.</p> <p>1.E.MA.1 Describe how different jobs, as well as public and private institutions help people in the community.</p>	<p><b>Inquiry Standards: Questioning</b></p> <p>1.I.Q.1 Ask compelling questions about communities in Kentucky.</p> <p>1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p>Investigating occurs through the exploration</p>	<p>I can identify consumers and producers.</p> <p>I can tell the difference between consumers and producers.</p> <p>I can give an example of a cost of an event.</p> <p>I can give an example of a benefit of an event.</p> <p>I can identify community helpers.</p>	<p>consumers producers cost Benefit jobs public Private goods services trade produce skills goods strengths Regions</p>	<p><b>Inquiry Process</b></p> <p><b>Timed Pair Share</b></p> <p><b>Rally Coach</b></p> <p><b>Quiz-Quiz Trade</b></p> <p><b>Fan-n-Pick</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>-Earth Day Activities</li> <li>-Give examples of when students would have to make choices in purchasing items.</li> <li>- Give examples of resources that are renewable and nonrenewable.</li> <li>- Discuss what to do with a nonrenewable resource.</li> <li>- Provide students with a mock budget and have them make choices in purchasing items out of an</li> </ul>

<p>1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.</p> <p>1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths, and goods.</p> <p>1.E.KE.1 Identify and describe what goods and services are produced in different places and regions in Kentucky.</p> <p>1.E.IC.1 Predict a person's change in behavior in response to incentives and opportunity costs.</p>	<p><b>of the discipline strand standards.</b></p> <p><b>Inquiry Standards: Using Evidence</b></p> <p><b>1.I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</b></p> <p><b>1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.</b></p> <p><b>Inquiry Standards: Communicating Conclusions</b></p> <p><b>1.I.CC.1 Construct an explanation about a specific community in Kentucky.</b></p> <p><b>1.I.CC.2 Construct an argument with reasons to address how to</b></p>	<p>I can describe how community helpers contribute to the community.</p> <p>I can describe how a public institution helps the community.</p> <p>I can describe how a private institution helps the community.</p> <p>I can identify goods and services produced in Kentucky.</p> <p>I can explain why goods and services are traded.</p> <p>I can investigate how people develop special skills to provide a service or good.</p> <p>I can identify an incentive in the classroom.</p>				<p>advertisement or magazine.</p> <p>- Discuss the price of things they have bought and explain what they had to pay on those items.</p> <p><b>Resources:</b></p> <p><a href="#">BrainPopJr.: Saving and Spending</a></p> <p><b>Trade Books:</b></p> <p>-Don't I Need It? Or Do I Want It? by Larson Alexander</p>
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	<p>1.E.IC.2 Explain how choices are made as a result of scarcity.</p>	<p><b>improve the local community and Kentucky.</b>  <b>1.I.CC.3 Identify ways to civically engage in the local community.</b>  <b>1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community or Kentucky</b></p>	<p>I can predict how a student will respond to receiving/or losing an incentive.</p> <p>I can identify the opportunity cost.</p> <p>I can predict how a student will respond to having an opportunity cost.</p> <p>I will explain how a student will make a choice when there is a scarcity of a resource.</p>			
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HOT questions: (Compelling) Does development mean progress?

What is the difference between a consumer and producer? How do they help our economy?

What is the difference between a cost and a benefit of an event?

Who are some helpers in our community? How do they contribute to our community?

What is the difference between a public and private institution? How do they help our community?

What are goods and services? How are they traded within our community?

How do opportunity costs affect our decisions to buy a resource?

How does scarcity affect your decisions to buy a resource?

Days:	KAS:	Inquiry Standards	( I can) Skills/Targets:	Vocabulary:	Strategies:	Resources & Activities:
Geo: 121- 140	<p>1.G.MM.1 Explain why and how people and goods move to and within communities.</p> <p>1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky</p> <p>1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.</p> <p>1.G.HE.1 Describe ways people modify their environment.</p> <p>1.G.GR.1 Create geographic representations to</p>	<p><b>Inquiry Standards: Questioning</b></p> <p>1.1.Q.1 Ask compelling questions about communities in Kentucky.</p> <p>1.1.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p>Investigating occurs through the exploration of the discipline strand standards.</p> <p><b>Inquiry Standards: Using Evidence</b></p> <p>1.1.UE.1 Identify information from two or more sources to describe multiple perspectives</p>	<p>I can explain why people move to or within a community.</p> <p>I can explain how goods move to or within a community.</p> <p>I can contrast the physical and human characteristics of communities in Kentucky.</p> <p>I can describe traditions from school, community, and state.</p> <p>I can compare and contrast the cultures of two different regions in Kentucky.</p> <p>I can describe ways people modify their environment.</p> <p>I can create a map or model of a familiar place.</p>	<p>goods communities Characteristics culture landscape regions change Environment geography location Scales Map Key Compass rose</p>	<p><b>Inquiry Process</b></p> <p><b>Timed Pair Share</b></p> <p><b>Rally Coach</b></p> <p><b>Quiz-Quiz Trade</b></p> <p><b>Fan-n-Pick</b></p>	<p><b>Activities:</b></p> <p>- Compare a physical map to a political map. Use a Venn Diagram and/or T-Chart. Show students a political map of the United States. Discuss how the states are divided. Point out Kentucky and discuss the shape, size, and location of our State.</p> <p>- Have cookies in the shape of Kentucky. Have students different colored icing, sprinkles, etc. to mark the various landmarks. (i.e., a chocolate chip to mark major cities, a Hershey Kiss to mark Frankfort as the capital). Have students also create a map key/legend, compass rose, and scale on their cookie map (on a small piece of poster board underneath).</p>

	<p>identify the location of familiar places, and organize information regarding familiar places at different scales.</p>	<p>about communities in Kentucky.</p> <p>1.1.UE.2 Construct responses to compelling and supporting questions about communities in Kentucky.</p> <p><b>Inquiry Standards: Communicating Conclusions</b></p> <p>1.1.CC.1 Construct an explanation about a specific community in Kentucky.</p> <p>1.1.CC.2 Construct an argument with reasons to address how to improve the local community and Kentucky.</p> <p>1.1.CC.3 Identify ways to civically engage in the local community.</p> <p>1.1.CC.4 Use listening and voting procedures to decide on and take action in their school,</p>				<p>-Use Google Earth to show students the location of their community in relation to the rest of the world.</p> <p><b>Resources:</b></p> <p><a href="#">BrainpopJr.: Continents and Oceans</a></p> <p><a href="#">Mr. Demaio: Seven Continents</a></p> <p><b>Trade Books:</b></p>
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HOT questions: How are physical and human characteristics different throughout communities in Kentucky?  
 What traditions are special to our school? Our community? Our state?  
 How are cultures different throughout our state? How are they the same?  
 What ways do people change their environments? Why do they do this?  
 How do maps help us when looking/talking about a specific area?  
 Why would we use a map?

Days:	KAS:	Inquiry Standards	( I can) Skills/Targets:	Vocabulary:	Strategies:	Resources & Activities:
HIST: 141- 160	<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>1.H.CO.1 Describe interactions that occur between individuals as</p>	<p><b>Inquiry Standards: Questioning</b></p> <p>1.I.Q.1 Ask compelling questions about communities in Kentucky.</p> <p>1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.</p> <p>Investigating occurs through the exploration</p>	<p>I can compare and contrast an item from the past to what is used today.</p> <p>I can compare and contrast people from the past to people today.</p> <p>I can compare and contrast an event from the past to current events in my school, community, and state.</p> <p>I can identify an event in Kentucky and explain the</p>	<p>past present community State cause effect community State individual group Related past today symbols traditions</p>	<p><b>Inquiry Process</b></p> <p><b>Timed Pair Share</b></p> <p><b>Rally Coach</b></p> <p><b>Quiz-Quiz Trade</b></p> <p><b>Fan-n-Pick</b></p>	<p><b>Activities:</b></p> <p>-Kentucky Derby -Read a biography on a famous American -Make a chart about that person where students have to support their facts by using research from the book. -Mark some of the birthdays of famous people from the past on a calendar. Discuss why we celebrate these days as national holidays? -Create a class</p>

	<p>members of groups, the community and/or state</p> <p>1.H.KH.1 Compare life in Kentucky in the past to life in Kentucky today.</p> <p>1.H.KH.2 Identify Kentucky symbols, songs and traditions.</p>	<p>of the discipline strand standards.</p> <p><b>Inquiry Standards: Using Evidence</b>  <b>1.I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</b>  <b>1.I.U.E.2 Construct responses to compelling and supporting questions about communities in Kentucky.</b></p> <p><b>Inquiry Standards: Communicating Conclusions</b>  <b>1.I.CC.1 Construct an explanation about a specific community in Kentucky.</b>  <b>1.I.CC.2 Construct an argument with reasons to address how to improve the local</b></p>	<p>cause and effect that it has on our state.</p> <p>I can work with a partner to complete a task.</p> <p>I can work with a group to complete a task.</p> <p>I can describe a time when a community would need to work together to complete a project.</p> <p>I can compare and contrast life in Kentucky in the past to life in Kentucky today.</p> <p>I can identify symbols of Kentucky (flag, bird, song, event).</p>			<p>character map of a historical figure from American history.</p> <p><b>Resources:</b></p> <p><b>Trade Books:</b></p>
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		<p>community and Kentucky.</p> <p><b>1.I.CC.3 Identify ways to civically engage in the local community.</b></p> <p><b>1.I.CC.4 Use listening and voting procedures to decide on and take action in their school, local community or Kentucky</b></p>				
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HOT questions: What are some traditions/symbols/songs that are specific to Kentucky? Why are they significant? How was life in Kentucky, in the past, different than it is today? How was it similar?
