

Inquiry Title	Compelling & Supporting Questions	Description	Standards
What was life like in the past for people in our community?	<ul style="list-style-type: none"> How has Reno/Sparks changed over time? How can we infer how long ago something happened? How has transportation around Reno/Sparks changed over time? What was school like for children at different times in our past? 	History and the past are difficult concepts for children. In this inquiry, students will practice these concepts through an exploration of what life was like in the past for residents of the Truckee Meadows. Students will analyze primary sources from the distant past, the past and the present in the Truckee Meadows that include photographs, oral histories, and art works. Students will practice making inferences about time and place, explore the idea of memory, and compare and contrast life in the past with life to today. Students will demonstrate learning throughout the inquiry by making claims and providing evidence for their thinking, by comparing and contrasting their life experience with life in the past.	<p>NVACS-SS Disciplinary Skills: SS.1.3,4, 6, 7 Content Themes: SS.1.9, 15, 19</p> <p>NVACS-ELA: RI.1.2,3,6,7,9,10, W.1.5,6,8 SL.1.1a-c,2,3,4,6,</p>
Why is the Truckee River important to our community?	<ul style="list-style-type: none"> Where is the Truckee River and what is special about its location? How does our community use the Truckee River? How can our community protect the Truckee River? 	Our environment, specifically the Truckee River, affects how our community lives and the work we do. In this inquiry, students will begin to understand the history of the Truckee River and its importance to the Reno/Sparks community. Students will analyze primary sources including photographs, videos, and maps to further examine the role the Truckee River plays in our environment. Students will compare and contrast photos of how we can harm and care for the Truckee River.	<p>NVACS-SS Disciplinary Skills: SS.1.3,4,6,7 Content Themes: SS.1.G.20</p> <p>NVACS-ELA: RI.1.1,2,3,6,7,10 W.1.5,6,8 SL.1.1a-c,2,3,4,6,</p>
Can conflict be productive?	<ul style="list-style-type: none"> Why didn't Reno leave the train tracks the way they were? Why is it important to gather facts and ideas before forming an opinion? How are conflicts resolved? Which methods are more helpful than others? 	Communities are made up of many different people who do not always agree. A common source of conflict is proposed change to the community itself. In this inquiry, students will use a local event (the ReTRAC, or Reno Train Trench Project) to explore how conflict is resolved in a community. Using photographs, quotes from different perspectives, vocabulary building tools, and a simulation activity, students will: form opinions and support them with evidence, explore what influences a person's opinion and why a community has conflicting opinions, look at who makes up a community, and examine how conflicts are resolved. The intended outcomes of this inquiry are that students understand how conflict is part of the evolution of a community, who are community members and how do they communicate their wants/needs, and how are problems respectfully and effectively resolved.	<p>NVACS-SS Disciplinary Skills: SS.1.3, 1.6, 1.7 Content Themes: SS. 1.11, 1.14, 1.15, 1.17</p> <p>NVACS-ELA: RI.1.2,3,6,7,9,10, W.1.1, extension – 1.6 SL.1.1a-c,2,3,4,6,</p>

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Who makes our community great?	<ul style="list-style-type: none"> Who are the members of our community that work to help us? Why do community members need to work together? What might happen if there weren't any _____ in our community? 	<p>Each day, the duties of community leaders and community members overlap as they work together to make our community great. Students will have the opportunity to explore the relationships between these community members, and develop an understanding about the importance of working together.</p> <p>Through inquiry, students will explore the members of the community who keep the city functioning at its best, and develop an understanding about what it means to work together, and why it is important</p>	<p>NVACS-SS Content Themes SS.1.15 SS.1.16</p> <p>NVACS-ELA RI.1.1 ,RI.1.3 SL.1.1,SL.1.2</p>
Where do the things we use, eat, and play with come from?	<ul style="list-style-type: none"> What are goods and services? What goods and services are made and sold in our community? What goods and services are found at Lattin Farms? Who and what is needed to plant and harvest crops on a farm? What is the same and different about the goods and services in Reno and Sparks and at Lattin Farms in Fallon? 	<p>Every day, students use and benefit from goods and services. They are curious about how those goods are created and brought to them, and they want to learn about the jobs that people do to provide services to them and others. Students will investigate goods and services produced in our community such as Kimmie Candy, and Lattin Farms in Fallon, Nevada. Finally, students will help design, implement, and reflect on a project to fill the wants for a good or service at their school site.</p>	<p>NVACS-SS Disciplinary Themes SS.1.2, SS.1.4, SS.1.5, SS.1.6, SS.1.7, SS.1.8 Content Themes SS.1.18, SS.1.20, SS.1.22</p> <p>NVACS-ELA SL.1.1, SL.1.2, SL.1.3, SL.1.5, RF.1.1, RF.1.4, RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.10, W.1.2, W.1.7, W.1.8, L.1.1, L.1.2</p>

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What choices do we make with our money?	<ul style="list-style-type: none"> • How do families gain money? • What do families choose to spend money on? How do needs and wants influence these choices? • Why do families choose to save money? 	<p>This inquiry features an investigation of economic decision making through the context of how families manage their money. In examining the costs and benefits associated with making decisions about spending and saving money, students should be able to develop an argument with evidence to answer the compelling question: “What choices do we make with our money?”</p>	<p>NVACS-SS Disciplinary Themes SS.1.2, SS.1.4, SS.1.6, SS.1.8 Content Themes SS.1.21</p> <p>NVACS-ELA SL.1.1, SL.1.2, SL.1.3, SL.1.5, RF.1.1, RF.1.4, RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.10, W.1.2, W.1.7, W.1.8, L.1.1, L.1.2</p>
Who are we? A Study of Culture	<ul style="list-style-type: none"> • What is culture? • What types of celebrations and traditions are unique to different cultures? • How do clothes help us communicate our culture to others? How do other people’s clothing help us to know more about their culture? 	<p>Our community is made up of many different cultures. In this inquiry, students will learn what “culture” is. Throughout the process they will examine different traditions and celebrations with focus on similarities and differences. Students will be given the opportunity to think about why people wear what they wear, and how one’s appearance can give clues about their culture. Through the use of both primary and secondary sources, students will investigate how different cultures come together to form a community.</p>	<p>NVACS-SS Disciplinary Themes SS.1.2, SS.1.3, SS.1.4, SS.1.5, SS.1.6, SS.1.7, SS.1.8 Content Themes SS.1.12, SS.1.13</p> <p>NVACS-ELA SL.1.1, SL.1.2, SL.1.3, SL.1.5, RF.1.1, RF.1.4, RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.10, W.1.2, W.1.7, W.1.8, L.1.1, L.1.2</p>

1ST GRADE SOCIAL STUDIES CURRICULUM RESOURCES

Read Aloud Project

Type	Name of Resource	Standards	Description of Resource
	<p>Amazing Grace https://achievethecore.org/page/3059/amazing-grace</p>	<p>SS.1.10, SS.1.14 RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, W.1.2,W.1.8, SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.2,</p>	<p>In the story, Grace wants to try out for the lead role of Peter Pan. Classmates discourage Grace by saying that Peter Pan was not a girl and was not black. After encouragement and support from her family, Grace learns that she can be anything she wants to be.</p>
	<p>Charlotte's Web https://achievethecore.org/page/2429/charlotte-s-web</p>	<p>SS.1.10 RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.9, RL.1.10, W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6,</p>	<p>Wilbur himself realizes that "...friendship is one of the most satisfying things in the world." This is the big understanding of this chapter book, as Wilbur realizes it, so do the students. And as we go on this journey with Wilbur, the students are also building knowledge about the world: farm life, spiders and their life cycle, the passing of seasons.</p>
	<p>Dear Children of the Earth, A Letter from Home https://achievethecore.org/page/2547/dear-children-of-the-earth</p>	<p>SS.1.10, SS.1.15, SS.1.20 RL1.1, RL.1.3, RL.1.6, RL.1.7, W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.4, SL.1.6, L.1.1, L.1.2,</p>	<p>We all need to help take care of the earth so that we all can live here. Even little actions can have a big impact. Many small actions can make a big difference.</p>
	<p>Duck for President https://achievethecore.org/page/3068/duck-for-president</p>	<p>SS.1.10, SS.1.15, SS.1.16, SS.1.17, RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, W.1.1, W.1.8, SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4</p>	<p>Duck is unhappy with the work he is responsible for doing on the farm. He decides to run for farmer and wins the election. He goes on to seek progressively higher offices (governor and president) but is unhappy each time with the hard work required to be a good leader.</p>
	<p>Martin's Big Words https://achievethecore.org/page/3042/martin-s-big-words</p>	<p>SS.1.9, SS.1.10, SS.1.14, SS.1.15, SS.1.17, SS.1.18, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RI.1.8, RI.1.10, W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.2, L.1.4,</p>	<p>This award winning, beautifully illustrated picture book biography introduces children to the words of Martin Luther King, Jr. He grew up in a place where people used words that made him feel bad and how Martin Luther King, Jr. used words to fight for equal rights and made a global impact without using violence.</p>
<p>My Great Aunt Arizona https://achievethecore.org/page/2559/my-great-aunt-arizona</p>	<p>SS.1.9, SS.1.10, SS.1.12, SS.1.15, SS.1.16, SS.1.18, RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.2, W.1.8, SL.1.1, SL.1.2, L.1.1, L.1.2, L.1.4, L.1.5</p>	<p>Arizona touched the lives of multiple generations of students by caring for them and demonstrating high standards of instruction year after year. She engaged students in yearly traditions such as an annual Christmas tree planting, encouraged students to do their best by accepting them and demonstrating unconditional love, and remained a stalwart, reassuring presence in a small rural community.</p>	

<p>Samuel Eaton's Day https://achievethecore.org/page/3064/samuel-eaton-s-day</p> <p>Ways People Live https://achievethecore.org/page/2554/ways-people-live</p> <p>Where Do I Live? https://achievethecore.org/page/2548/where-do-i-live</p> <p>Who's Buying? Who's Selling? Understanding Consumers and Producers https://achievethecore.org/page/3055/who-s-buying-who-s-selling-understanding-consumers-and-producers</p>	<p>SS.1.9, SS.1.10, SS.1.15, SS.1.16, SS.1.22, RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.2, L.1.4</p> <p>SS.1.12, SS.1.20, SS.1.22, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RF.1.4, W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4</p> <p>SS.1.19, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4,</p> <p>RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, W.1.8, SL.1.1, SL.1.2, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.4, SS.1.21, SS.1.22</p>	<p>This is an historical fiction text that shares the daily life of one family in Plimoth Plantation. Young Samuel Eaton lives with his father, mam and younger sister in a village. Samuel walks us through a day in his life sharing about his responsibilities and the family's way of life.</p> <p>Homes, clothing, food, and activities from dry places, wet places, cold places, and places with four seasons are contrasted</p> <p>This engaging, informational text explains to students where they live. Starting in their bedrooms, children are able to travel outside of their neighborhoods for a look at the world at large. They will get a bird's eye view of their town, city, state, continent, planet, galaxy, and the universe!</p> <p>What is the relationship between buyers and sellers? Producers and consumers? What are goods and services? What is the relationship between supply and demand?</p>
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1ST GRADE SOCIAL STUDIES CURRICULUM RESOURCES

Type	Name of Resource	Standards	Description of Resource
Core Knowledge Domains	Fables and Stories https://drive.google.com/file/d/0B2lfdEmxalZFYzkyZE5sWGx2RTA/view	RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, W.1.1, W.1.3, W.1.5, W.1.6, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3, SL.1.5, SL.1.6, L.1.5a,c,d, L.1.6, SS.1.10	This domain includes stories and fables told for many generations. The classics include titles such as: The Boy Who Cried Wolf and The Wolf in Sheep's Clothing.
	Different Lands, Similar Stories https://drive.google.com/file/d/0B2lfdEmxalZFSmJKWjE1SkxDckE/view	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.1.9, W.1.2, SL.1.1a-c, SL.1.2, SL.1.4, SL.1.5, SL.1.6, L.1.5a, L.1.6, SS.1.10, SS.1.12	This domain includes stories told around the world, exposing kids to different places and cultures. Cinderella and The Girl with the Red Slippers are included in the domain.
	Early World Civilizations https://drive.google.com/file/d/0B2lfdEmxalZFdXUwR2FrcHB3cWMM/view	RL.1.3, RL.1.6, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RI.1.9, RI.1.10, W.1.5, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.5c, L.1.6, SS.1.9, SS.1.10, SS.1.12, SS.1.13, SS.1.14, SS.1.15, SS.1.16, SS.1.18, SS.1.19, SS.1.20	In this domain, students will learn about Early Egyptian and Mesopotamian civilizations. Farming, government, cities, writing, and religion will be compared and contrasted with the two communities.
	Early American Civilizations https://drive.google.com/file/d/0B2lfdEmxalZFTE5cVBEa21vMnM/view	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9, RI.1.10, W.1.2, W.1.5, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.5a, c, d, L.1.6, SS.1.10, SS.1.12, SS.1.13, SS.1.14, SS.1.15, SS.1.16, SS.1.18, SS.1.19, SS.1.20	In this domain, students will learn about the Inca, Maya, and Aztec civilizations. Farming, government, cities, and religion will be compared and contrasted with the three communities.
	A New Nation: American Independence https://drive.google.com/file/d/0B2lfdEmxalZFX3ZMRTRNcno0RW8/view	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RI.1.8, RL.1.9, RI.1.10, W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.5a, c, L.1.6, SS.1.9, SS.1.10, SS.1.13, SS.1.14, SS.1.15, SS.1.17	Students will learn about the birth of our nation. They will be introduced to many historical figures and events, and how these events unfolded as the thirteen colonies formed.
	A New Frontier https://drive.google.com/file/d/0B2lfdEmxalZFVHVScXFEVIQtZ00/view	RI.1.1, RI.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9, RI.1.10, W.1.1, W.1.5, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.5a, c, L.1.6, SS.1.9, SS.1.10, SS.1.14, SS.1.15, SS.1.16, SS.1.18, SS.1.19, SS.1.20	Students will learn about the American frontier and the explorers who played important roles in the westward expansion of the United States.