



All Together

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STANDARDS		PAGE REFERENCES
Social Studies Content Expectations Grade One		
History		
H2 Living and Working Together in Families and Schools		
<i>Use historical thinking to understand the past.</i>		
1 - H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	<p>Student Edition: <i>Unit 3 – History</i> 5-9, 11, 12-15, 19-23</p> <p>Teacher’s Edition: <i>Unit 3 – History</i> BR 5, 11; CU 9; F 1, 40; RFM 8; RL 7</p> <p>Teacher Resources: Idea Factory 34, 45 Student Practice and Activity Workbook 30</p>
1 - H2.0.2	Use a calendar to distinguish among days, weeks, and months.	<p>Student Edition: <i>Unit 1 – Culture</i> 20-21</p> <p>Teacher Resources: Idea Factory 9</p>
1 - H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	<p>Student Edition: <i>Unit 3 – History</i> 5-9, 14-15</p> <p>Teacher’s Edition: <i>Unit 3 – History</i> BR 5; DI 7</p> <p>Teacher Resources: Idea Factory 31, 34, 37 Student Practice and Activity Workbook 5, 19</p>
1 - H2.0.4	Retell in sequence important ideas and details from stories about families or schools.	<p>Student Edition: <i>Unit 1 – Culture</i> 7, 13, 21, 25, 29 <i>Unit 3 – History</i> 8-9 <i>Unit 4 – Economics</i> 7, 13, 19, 27 <i>Unit 5 – Citizenship</i> 23, 29</p> <p>Teacher Resources: Idea Factory 34, 45 Student Practice and Activity Workbook 30</p>

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<p>1 - H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.</p>	<p>Student Edition: <i>Unit 1 – Culture</i> 24-25 <i>Unit 3 – History</i> 6, 8, 14 <i>Unit 5 – Citizenship</i> 3, 5</p> <p>Teacher’s Edition: <i>Unit 3 – History</i> BI 4, 6; RFM 8; UTV 10 <i>Unit 5 – Citizenship</i> 1E-1F</p> <p>Teacher Resources: Idea Factory 31, 34, 37 Student Practice and Activity Workbook 19</p>
<p>1 - H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p>	<p>Student Edition: <i>Unit 3 – History</i> 1, 9, 14-15 <i>Unit 4 – Economics</i> 26-27</p> <p>Teacher’s Edition: <i>Unit 3 – History</i> 1F; BR 11; CCA 8; CU 9; O 4, 10; RFM 36; RL 7</p> <p>Teacher Resources: Idea Factory 31, 34, 37 Student Practice and Activity Workbook 19</p>
<p>1 - H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents’ Day).</p>	<p>Student Edition: <i>Unit 3 – History</i> 3, 26-27 <i>Unit 5 – Citizenship</i> 6-7</p> <p>Teacher’s Edition: <i>Unit 5 – Citizenship</i> AR 7; DR 6</p> <p>Teacher Resources: Citizenship 2-19 Idea Factory 10, 32 Student Practice and Activity Workbook 24</p>

STANDARDS		PAGE REFERENCES
Geography		
G1 The World in Spatial Terms		
<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>		
1 - G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.	<p>Studying maps will give students the necessary knowledge to construct an aerial map of the classroom.</p> <p>Student Edition: <i>Unit 1 – Culture</i> 31 <i>Unit 2 – Geography</i> 20-21, 31, 37, 38 <i>Unit 3 – History</i> 28-29, 39 <i>Unit 4 – Economics</i> 20-21, 29 <i>Grades K-3 World Atlas</i> 4-22</p> <p>Teacher’s Edition: <i>Unit 1 – Culture</i> CCA 8, 9, 33 <i>Unit 2 – Geography</i> BR 31; CCA 24, 32; DI 33; MGS 20-21 <i>Unit 3 – History</i> MGS 28 <i>Unit 4 – Economics</i> CCA 20 <i>Unit 5 – Citizenship</i> CCA 30, 31</p> <p>Teacher Resources: Idea Factory 19, 25, 27 Student Practice and Activity Workbook 15 World Atlas 4-22</p>
1 - G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).	<p>Student Edition: <i>Unit 1 – Culture</i> 8-9 <i>Unit 2 – Geography</i> 38</p> <p>Teacher’s Edition: <i>Unit 1 – Culture</i> CCA 8; WA 9</p> <p>Teacher Resources: Idea Factory 19 Student Practice and Activity Workbook 6</p>

STANDARDS	PAGE REFERENCES
<p>1 - G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.</p>	<p>Student Edition: <i>Unit 5 – Citizenship</i> 30-31, 39</p> <p>Teacher’s Edition: <i>Unit 2 – Geography</i> PPE 2 <i>Unit 5 – Citizenship</i> CCA 31, T 30</p> <p>Teacher Resources: Student Practice and Activity Workbook 17, 23, 37</p>
<p>1 - G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.</p>	<p>Student Edition: <i>Unit 2 – Geography</i> 15, 16-17, 18-19, 20-21, 32-33, 37, 38</p> <p>Teacher’s Edition: <i>Unit 2 – Geography</i> AR 19; BR 15; CCA 16, 32; DI 17; RL 33; T 20</p> <p>Teacher Resources: Student Practice and Activity Workbook 14, 18 World Atlas 4-22</p>
<p>G2 Places and Regions</p>	
<p><i>Understand how regions are created from common physical and human characteristics.</i></p>	
<p>1 - G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.</p>	<p>Student Edition: <i>Unit 1 – Culture</i> 21, 24, 27, 28-29 <i>Unit 2 – Geography</i> 3, 5, 6-7, 8-9, 16-17, 18-19, 23</p> <p>Teacher’s Edition: <i>Unit 1 – Culture</i> CCA 33; DI 36; DR 28 <i>Unit 2 – Geography</i> 1E-1F; BI 4, 22, 24, 34; PPE 2</p> <p>Teacher Resources: Idea Factory 21 Student Practice and Activity Workbook 18</p>
<p>1 - G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).</p>	<p>Teacher’s Edition: <i>Unit 1 – Culture</i> CCA 8, 9 <i>Unit 2 – Geography</i> CCA 24 <i>Unit 3 – History</i> CCA 29</p> <p>Teacher Resources: Idea Factory 19 Student Practice and Activity Workbook 17</p>

STANDARDS		PAGE REFERENCES
G4 Human Systems		
<i>Understand how human activities help shape the Earth's surface.</i>		
1 - G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	<p>Student Edition: <i>Unit 1 – Culture</i> 2-3, 11, 12-13, 14-15, 20-21 <i>Unit 3 – History</i> 14-15 <i>Grades K-3 Citizenship</i> 2-19</p> <p>Teacher's Edition: <i>Unit 1 – Culture</i> 1E-1F; AR 29; BR 11; C 14; DI 15</p> <p>Teacher Resources: Student Practice and Activity Workbook 5, 7, 10, 20</p>
G5 Environment and Society		
<i>Understand the effects of human-environment interactions.</i>		
1 - G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	<p>Student Edition: <i>Unit 2 – Geography</i> 2-3, 7, 11, 12-13, 27, 36</p> <p>Teacher's Edition: <i>Unit 2 – Geography</i> 1F; AR 13; BI 6, 22, 24; BR 23</p> <p>Teacher Resources: Idea Factory 20, 22, 28</p>
CIVICS AND GOVERNMENT		
C1 Purposes of Government		
<i>Explain why people create governments.</i>		
1 - C1.0.1	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	<p>Student Edition: <i>Unit 1 – Culture</i> 7, 18-19, 30 <i>Unit 5 – Citizenship</i> 10-11, 13, 14-15</p> <p>Teacher's Edition: <i>Unit 1 – Culture</i> AR 21; BR 5; CCA 18; DI 19; S 16</p> <p>Teacher Resources: Citizenship 38 Idea Factory 53 Student Practice and Activity Workbook 8, 33</p>

<p>1 - C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).</p>	<p>Student Edition: <i>Unit 4 – Economics 2, 16-17</i> <i>Unit 5 – Citizenship 9, 25, 26-27, 28-29</i></p> <p>Teacher’s Edition: <i>Unit 4 – Economics 1F</i></p> <p>Teacher Resources: Student Practice and Activity Workbook 36</p>
<p>1 - C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).</p>	<p>Student Edition: <i>Unit 1 – Culture 7, 18-19</i></p> <p>Teacher’s Edition: <i>Unit 5 – Citizenship BI 15</i></p>
<p>C2 Values and Principles of American Democracy</p> <p><i>Understand values and principles of American constitutional democracy.</i></p>	
<p>1 - C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).</p>	<p>Student Edition: <i>Unit 1 – Culture 18-19</i> <i>Unit 5 – Citizenship 20-21</i></p> <p>Teacher’s Edition: <i>Unit 1 – Culture CCA 18</i> <i>Unit 5 – Citizenship DR 20; DI 21</i></p> <p>Teacher Resources: Idea Factory 53, 60 Student Practice and Activity Workbook 8</p>
<p>1 - C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).</p>	<p>Student Edition: <i>Unit 3 – History 35</i> <i>Unit 5 – Citizenship 33, 34-35, 36-37</i></p> <p>Teacher’s Edition: <i>Unit 1 – Culture CCA 20</i> <i>Unit 3 – History Q 35</i> <i>Unit 5 – Citizenship AR 37; BI 32, 36; BR 33; DR 34; DI 35</i></p> <p>Teacher Resources: Citizenship 26-29 Idea Factory 55 Student Practice and Activity Workbook 38</p>

STANDARDS	PAGE REFERENCES
C5 Roles of the Citizen in American Democracy	
<i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>	
<p>1 - C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p>	<p>Student Edition: <i>Unit 1 – Culture</i> 6-7, 18-19, 28-29 <i>Unit 3 – History</i> 14-15, 16-17 <i>Unit 4 – Economics</i> 8-9, 19 <i>Unit 5 – Citizenship</i> 13, 14-15</p> <p>Teacher’s Edition: <i>Unit 1 – Culture</i> AR 7; DR 18; RL 19 <i>Unit 2 – Geography</i> DI 29 <i>Unit 3 – History</i> AR 15; C 16-17; RFM 13</p> <p>Teacher Resources: Citizenship 38 Idea Factory 53 Student Practice and Activity Workbook 8</p>
<p>1 - C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).</p>	<p>Student Edition: <i>Unit 1 – Culture</i> 18-19, 24-25 <i>Unit 2 – Geography</i> 26-27, 28-29 <i>Unit 4 – Economics</i> 8-9 <i>Unit 5 – Citizenship</i> 10-11, 14-15, 16-17, 18-19, 23</p> <p>Teacher’s Edition: <i>Unit 1 – Culture</i> AR 25; DI 19, 24; DR 18 <i>Unit 2 – Geography</i> AR 27; CCA 28; DI 29 <i>Unit 5 – Citizenship</i> BI 18; BR 13, 19; CU 23</p> <p>Teacher Resources: Citizenship 38 Idea Factory 54, 57, 60</p>

STANDARDS		PAGE REFERENCES
ECONOMICS		
E1 Market Economy		
<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy. -</i>		
1 - E1.0.1	Distinguish between producers and consumers of goods and services.	<p>Student Edition: <i>Unit 2 – Geography</i> 8-9, 26-27 <i>Unit 3 – History</i> 12-13, 14-15, 19 <i>Unit 4 – Economics</i> 23, 26</p> <p>Teacher’s Edition: <i>Unit 2 – Geography</i> BI 8, 26 <i>Unit 3 – History</i> BI 12, 20; CU 15 <i>Unit 4 – Economics</i> 1D; BI 24; BR 23; F 1, 30; RFM 26</p> <p>Teacher Resources: Idea Factory 49 Student Practice and Activity Workbook 30</p>
1 - E1.0.2	Describe ways in which families consume goods and services.	<p>Student Edition: <i>Unit 4 – Economics</i> 6-7</p> <p>Teacher’s Edition: <i>Unit 4 – Economics</i> F 1, 30</p> <p>Teacher Resources: Idea Factory 45 Student Practice and Activity Workbook 30</p>
1 - E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	<p>Student Edition: <i>Unit 2 – Geography</i> 26-27 <i>Unit 4 – Economics</i> 6-7, 12-13</p> <p>Teacher’s Edition: <i>Unit 2 – Geography</i> AR 27; BI 30; CCA 29 <i>Unit 4 – Economics</i> AR 13; CU 7; DR 6, 12</p> <p>Teacher Resources: Idea Factory 43 Student Practice and Activity Workbook 26, 27</p>

STANDARDS		PAGE REFERENCES
1 - E1.0.4	Describe reasons why people voluntarily trade.	<p>Student Edition: <i>Unit 3 – History</i> 20-21 <i>Unit 4 – Economics</i> 24-25, 27</p> <p>Teacher’s Edition: <i>Unit 3 – History</i> BI 20; RL 21 <i>Unit 4 – Economics</i> 1D; BR 23; DR 24</p>
1 - E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, jobs).	<p>Student Edition: <i>Unit 4 – Economics</i> 1, 15</p> <p>Teacher’s Edition: <i>Unit 4 – Economics</i> 1E-1F; RL 12</p> <p>Teacher Resources: Idea Factory 43, 45, 47 Student Practice and Activity Workbook 28</p>
1 - E1.0.6	Describe how money simplifies trade.	<p>Student Edition: <i>Unit 4 – Economics</i> 6-7</p> <p>Teacher’s Edition: <i>Unit 4 – Economics</i> AR 7; BR 5</p>
Public Discourse, Decision Making, and Citizen Involvement (P3, P4)		
P3.1 Identifying and Analyzing Public Issues		
<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>		
1 - P3.1.1	Identify public issues in the school community.	<p>Student Edition: <i>Unit 2 – Geography</i> 26-27, 28-29</p> <p>Teacher’s Edition: <i>Unit 1 – Culture</i> 1D <i>Unit 2 – Geography</i> AR 27; C 28-29</p> <p>Teacher Resources: Idea Factory 53 Student Practice and Activity Workbook 35</p>
1 - P3.1.2	Use graphic data to analyze information about a public issue in the school community.	<p>Teacher’s Edition: <i>Unit 1 – Culture</i> 1D</p> <p>Teacher Resources: Idea Factory 53 Student Practice and Activity Workbook 35</p>

STANDARDS	PAGE REFERENCES
1 - P3.1.3 Identify alternative resolutions to a public issue in the school community.	Student Edition: <i>Unit 2 – Geography 28-29</i> Teacher’s Edition: <i>Unit 2 – Geography CCA 28</i> Teacher Resources: Idea Factory 60
P3.3 Persuasive Communication About a Public Issue	
<i>Communicate a reasoned position on a public issue.</i>	
1 - P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.	Teacher’s Edition: <i>Unit 2 – Geography AR 27; C 28-29</i> <i>Unit 4 – Economics 1D</i> Teacher Resources: Idea Factory 53
P4.2 Citizen Involvement	
1 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.	Teacher’s Edition: <i>Unit 1 – Culture 1D</i> <i>Unit 2 – Geography CCA 26, 28</i> <i>Unit 5 – Citizenship BI 18; CCA 22</i> Teacher Resources: Idea Factory 57, 59
1 - P4.2.2 Participate in projects to help or inform others.	Teacher’s Edition: <i>Unit 1 – Culture 1D</i> <i>Unit 2 – Geography CCA 26, 28, 36; HOP 3</i> <i>Unit 5 – Citizenship 1F; CCA 22, 26</i> Teacher Resources: Idea Factory 57