

GRADE 1 – LIVING AND WORKING TOGETHER IN LOCAL COMMUNITIES

In first grade, students build on what they learned in kindergarten by continuing their introduction to social studies and citizenship through the study of local communities. Students learn roles and rules within communities, how members of a community work together, community diversity, traditions and celebrations, and their place within their community. They also learn how they can contribute to their community and how to be good citizens. They look at other communities nearby, in other places in the United States, and around the world.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: Communities as Places

Compelling Question: What is community?

SS1.1.1: Understanding Community

SS1.1.2: Reading maps and understanding directions

SS1.1.3: Physical features of the community

SS1.1.4: Natural Resources in the community

Inquiry Topic 2: People in the Community

Compelling Question: Who lives around me?

SS1.2.1: Culture and diversity in the community

SS1.2.2: How communities change

Inquiry Topic 3: Working in the Community

Compelling Question: How do people get what they want and need?

SS1.3.1: Goods and services in the community

SS1.3.2: Jobs and careers

SS1.3.3: How money works

Inquiry Topic 4: Governing in the Community

Compelling Question: Why do we have rules and laws?

SS1.4.1: Community citizenship

SS1.4.2: Community leaders

SS1.4.3: Rules and responsibilities

SS1.4.4: Resolving problems

SS1.4.5: Creating positive social change

Inquiry Topic 5: Communities around the World

Compelling Question: Are all communities the same?

SS1.5.1: Learning about communities nearby

SS1.5.2: Learning about other communities in the United States

SS1.5.3: Learning about other communities in the world

Standards Tables

Inquiry Topic 1: Communities as Places

Compelling Question: What is community?

SS1.1.1 Understanding community Explain what makes a community a community	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X			X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is a community? ● What does it mean to be a member of a community? ● What are important places in a community? ● What communities do students belong to? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the meaning of community b. Identify the people who make up a community c. Explain the use of buildings and places that are part of a community d. Explain the availability of resources, goods, and services that are available in a community (e.g., stores, library, schools) 											

SS1.1.2 Reading maps and understanding directions Explain how to read a map for various purposes such as identifying addresses and sharing directions	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
									X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the relative locations of home and school? ● What are students' home addresses? ● What are the addresses of family members and close family friends? ● Why are directions useful? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify students' home addresses and addresses for other family members and friends b. Identify components of maps (e.g., compass rose, where things are in relation to each other, taking a bird's eye view of a place) c. Identify places of the world on physical and electronic maps d. Explain how to give directions using a physical map and an electronic mapping tool 											

SS1.1.3 Physical features of the local community Explain the physical features of the local community and its available goods and services	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X				X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is the landscape of the local community? ● What buildings are in the local community? ● What type of homes are in the local community? ● How do resources, goods, and services support the people in the local community? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the landscape around students’ homes and in their communities (such as urban, rural, suburban, has trees, hilly) b. Identify places that provide resources, goods, and services near their homes and in the community, and explain how those resources are made available, and to whom c. Explain the different types of homes in students’ communities (e.g., houses, apartments, shelters) d. Identify that there may be people who are unhoused in their communities and there may be shelters and services that are available to them 											

SS1.1.4 Natural resources in the local community Explain the use of available natural resources in the local community	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X			X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What natural resources are in the local community? ● How does the local community use available natural resources? ● How do natural resources affect jobs? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify natural resources (e.g., forests, water, land) in the local community, and explain how the community uses those resources b. Explain how humans can change those resources (e.g., by adding things such as buildings and fisheries, damming a river to make a reservoir for drinking water, community expansion over open land) c. Explain how natural resources can contribute to jobs (e.g., forestry, construction, fishing, and mining) 											

Inquiry Topic 2: People in the Community

Compelling Question: Who lives around me?

SS1.2.1 Culture and diversity in the community Analyze the culture and diversity in local communities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X	X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is culture and diversity? ● What cultures are represented in local communities? ● How are local cultures similar and different? ● How do people show pride in their cultures? ● Why is it important to respect different cultures? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the meanings of “culture” and “diversity,” and explain the characteristics of culture b. Identify cultures represented in students’ communities and where in the world those cultures originated from, and explain characteristics of their cultures (e.g., food traditions, clothing traditions, art and musical traditions, religious beliefs, heritage celebrations) c. Identify local Indigenous communities (e.g., Nahaganset (Narragansett), Nehantick and Eastern Nehantick (Niantic), Nipmuc, Manissean, Massachuset, and Wampanoag (Pokanoket), and explain characteristics of their cultures (e.g., food traditions, regalia, art and musical traditions, heritage celebrations) d. Analyze similarities and differences between cultures in their communities e. Explain ways people show pride or belonging to their community 											

SS1.2.2 How communities change Analyze the ways communities change	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X			X	X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How does migration change communities? ● What factors lead people to move to the local community? ● What factors lead people to move out of the local community? ● What are human-environmental factors that change communities? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify narratives of immigrant populations within the local community, what they brought to the community (e.g., skills, cultural items from their home country, traditions from their home country), and how immigration can change what a community is like b. Explain factors that may attract people to migrate into a community (e.g., access to jobs, affordable housing, access to parks and greenspaces, quality of schools, availability of goods and services, family) c. Explain factors that may cause people to migrate out of a community (e.g., change in jobs, cost of living, family) d. Analyze human-environmental factors that have changed the local community (e.g., damming a river to make a reservoir, cutting down trees for buildings and to make space for more housing, severe weather events) 											

Inquiry Topic 3: Working in the Community

Compelling Question: How do people get what they want and need?

SS1.3.1 Goods and services in the community Analyze the use of goods and services in the local community	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X			X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What goods are available in the community? • What services are available in the community? • What are some needs of the local community? • How do goods and services fulfill community needs? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify what goods and services are available in students' communities Identify individuals, organizations and businesses that provide goods and services within students' communities (e.g., schools, stores, police, senior centers, shelters, town/city government) Explain scarcity, and analyze ways community organizations and businesses respond to community needs Explain how goods and services are distributed in times of emergency (e.g., clean water, community shelters) 											

SS1.3.2 Jobs and careers Analyze different jobs and careers and how they contribute to the community and economy	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X							X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are jobs and what are careers? ● Why do people need jobs? ● What jobs are prevalent in the community? ● Why do people have different jobs and careers and how do they contribute to the community? ● How are wants and needs fulfilled through earning an income? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the purpose of jobs b. Identify different types of jobs and careers, and explain the tools and resources needed to fulfill these jobs c. Explain job opportunities within students’ communities and why some jobs are not locally available, and analyze how different jobs make different contributions to the community d. Explain how people’s wants and needs can be different and how different incomes support different types of wants and needs 											

SS1.3.3 How money works Explain the role of money and how people handle scarcity and abundance	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is money? ● Why do people need money? ● How can people save money and why is that important? ● How do limitations set by scarcity shape people’s choices? ● What is abundance? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain ways people make, buy, and sell goods and services b. Explain ways people may change how they budget for needs and wants if they face a scarcity of money and/or resources c. Explain how people can have abundance of money and/or resources that may allow them to save for the future and/or share with others 											

Inquiry Topic 4: Governing in the Community

Compelling Question: Why do we have rules and laws?

SS1.4.1 Community citizenship Analyze the rights and responsibilities that come with being a citizen of a community	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is citizenship and what are the responsibilities that come with citizenship? ● What are human rights and civil rights? ● How can students serve within the community? ● Why is it important for people to participate in creating rules and laws? ● What does it mean for things to be equal and/or fair? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the characteristics of, and explain the responsibilities of citizenship b. Analyze the differences between human rights (e.g., access to food, shelter, clean water) and civil rights (e.g., voting rights, having representation in governments) c. Identify the characteristics of human rights (e.g., equality, universality, inclusivity), and explain how students can help to promote human rights (e.g., volunteering at a food bank, running a food drive, trash clean up at a park, other service projects) d. Explain the roles of people who make rules and laws (e.g., mayor, school committee, town/city council) e. Explain ways that people who participate in making the laws and rules can help to create equality and fairness for all people 											

SS1.4.2 Community leaders Explain who community leaders are, both elected and non-elected, and the characteristics of a community leader	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are characteristics of an effective leader? ● What are different types of leaders? (e.g., community organizer, social justice leader, elected officials like the mayor) ● How do community members elect or choose a leader? ● What are the responsibilities of a leader? ● How do leaders make decisions? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the election process for leaders and the responsibilities (e.g., decision making, serving the community) that come with leadership b. Explain how leaders create and enforce rules and laws for the common good of the community c. Explain how leaders represent the members of a community d. Explain how leaders such as community and grassroots leaders are leaders not through elections, but because they have worked to bring change to their communities 											

SS1.4.3 Rules and responsibilities Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X								X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are school rules and responsibilities? ● What are family rules and responsibilities? ● What are community rules and responsibilities? ● How and why do rules change depending on the setting? 	Learning Assessment Objectives: Students demonstrate an ability to: <ul style="list-style-type: none"> a. Explain ways rules, norms, and rights in all settings create a way for people to live and work together a. Explain the rules and norms of home, school, and the local community, and analyze the ways power is distributed between people at school, at home, and in public b. Analyze ways rules may change depending on the setting 											

SS1.4.4 Resolving problems Explain how to resolve problems in different settings	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • How can leaders resolve problems when people do not agree with each other? • How can people discuss and respect each other's viewpoints when disagreeing? • How can we resolve problems at home and school? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify leaders who have helped people resolve their problems (e.g., mayor, judge, Abraham Lincoln, Dr. Martin Luther King, Jr., Susan B. Anthony, Mahatma Gandhi, Malala Yousafzai), and explain their roles in resolution Explain ways problems at home or school can be resolved (e.g., asking for help from trusted adults, communicating) Explain ways people in a society work together to resolve conflicts in the community 											

SS1.4.5 Creating positive social change Explain how people create positive social change and the ways students can contribute	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is social change? ● How does societal change happen? ● Who are people who have created change in society? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the meaning of social change b. Identify people who have brought change to society, and explain the actions they took to achieve change c. Explain how to create change through voting d. Explain how to create change through service and community actions (e.g., town hall meetings, peaceful protests, marches), and ways students can be a part of those actions 											

Inquiry Topic 5: Communities around the World

Compelling Question: Are all communities the same?

SS1.5.1 Learning about nearby communities Analyze the similarities and differences in the characteristics of nearby local communities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X		X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What communities are near the local community? • What are the geographical characteristics of those communities? • What are resources within those communities? • How are the communities similar and different from one another and from the students' communities? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify neighboring communities around students' homes and school (e.g., another city/town, an Indigenous community, a nearby ethnic enclave) and their locations on a map Identify the topography of the neighboring communities (e.g., trees or no trees, hills, beach), and analyze differences between urban, suburban, and rural communities and the relationship to population Identify the availability of resources in the neighboring communities Analyze the similarities and differences of the neighboring communities and those of the students 											

SS1.5.2 Learning about other communities in the United States Analyze the similarities and differences in the characteristics of communities throughout the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the characteristics of communities in different parts of the United States? • What are the similarities and differences between communities in other places and the local community? <p>(It is suggested that teachers use students' backgrounds and/or student choice to pick additional communities to study)</p>	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the physical locations of the communities being studied and their locations on a map or globe, explain what the physical environment is like for the communities being looked at, and analyze the ways environment influences their ways of life Identify the resources, goods, and services available, and explain how people obtain those resources and the influences of environment on resource availability Analyze the similarities and differences of the communities being looked at and those of the students (e.g., ways of life, traditions, celebrations, the way communities are organized spatially, types of government) 											

SS1.5.3 Learning about other communities in the world Analyze the similarities and differences in the characteristics of communities throughout the world	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are communities around the globe like? ● What is their geography like? ● What are the resources of the community? ● What language(s) do the people of those communities speak? ● What is their money called? ● Who are their community leaders? <p>(It is suggested that teachers use students' backgrounds and/or student choice to pick example areas to look at. These should be different from those looked at in kindergarten)</p>	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify physical locations of the communities being looked at and their locations on a map, explain what the physical environment is like for the communities being looked at, and analyze the ways environment influences their ways of life b. Identify what resources, goods, and services are available to the communities being looked at, and explain ways they obtain those resources and the influences of environment on resource availability c. Analyze the similarities and differences of the communities being looked at and those of the students (e.g., ways of life, traditions, celebrations, the way communities are organized spatially, community leaders, language, currency) 											