

First Grade Social Studies Curriculum

Unit 1: Communities

Time: September- November

Standards:

Essential Questions

- How are all members of a group given the opportunity to participate in the decision-making process?
- Why do local community and government leaders have roles and responsibilities to provide eservices?
- How do the actions of individuals and government affect decisions made for the common good?
- Why are rules and people who have authority necessary to keep everyone safe, resolve conflicts and treat people fairly?
- Why do certain character traits help individuals become productive members of their community?
- How do respecting and understanding the views of others help one learn about various perspectives, thoughts, and cultures?

Enduring Understandings

- I can bring awareness of a local issue to school/community members and recommend change.
- I can describe roles and responsibilities of community and local government leaders.
- I can explain how all people play important roles in a community.
- I can explain what government is and its function.
- I can engage in discussions by asking questions, considering facts, listening to ideas of others, and sharing opinions.
- I can establish a process for how individuals can effectively work together to make decisions.
- I can determine what makes a good rule or law.
- I can cite evidence that explains why rules and laws are necessary at home, in schools, and communities.
- I can analyze classroom rules and routines and describe how certain characteristics can help individuals collaborate and solve problems.
- I can explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- I can use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.6: Explain what government is and its function.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

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Benchmark Assessment(s)

- SWBAT understand the importance of rules, laws and voting. Students will read about rules, laws, and voting. Students will illustrate one classroom rule and show the consequences of breaking it. Relate it to our country's laws. (Civics PI.1, Civics PI .4 Civics PR.1 Civics PR.2 Civics PR.3)
- SWBAT discover the value of cooperating and being fair. Students will illustrate one way that they can get along in school. (Civics CM.2,Civics PD.1, Civics PD.2)
- SWBAT understand that families are different in many ways and have many different homes as well. Students will read about different family members, types of homes and family activities. After reading, students will write about how their family is special and describe their home and activities. (Civics CM.3)
- SWBAT Make cards to send to Veterans or to accompany the games for the children in the hospital. (Civics PD.1)

Other Assessments

- ✓ Teacher observation
- ✓ Class discussions and group work

Materials

- TCI
- Smartboard
- How Do Dinosaurs Go to School
- How Do Dinosaurs Show Good Manners

SUGGESTED ACTIVITIES

- Participate as a class in school wide events ei: Souper Bowl, Kindness Challenge, Mitten Tree, Games for Children in the Hospital etc...
- Talk about familiar rules at home and at school.
- Play a game without school rules to discover why rules are needed. Read about four reasons for school rules.
- Practice two ways of voting for rules and laws.
- Illustrate one classroom rule and show the consequences of breaking it.
- Consider how cooperation would have helped two stubborn goats.
- Work together to draw a picture and discover the value of cooperating to complete a task.
- Illustrate one way they can get along in school, especially when conflicts arise.
- Learn about a historic figure, Clara Barton, who spent her life helping others.
- Read about Clara Barton.
- Students will work with a partner to write at least two facts about Clara Barton, explain why she is important, and illustrate one way in which she helped people.
- Read about different jobs people have at school. Read about a Congresswoman, whose job it is to help the community. Learn about the roles of the mayor, governor and president.
- Use a Checklist to explore similarities and differences.

REINFORCEMENT

- Use role-playing to enhance comprehension of the four new ideas: *get along, be safe, be fair, and learn*. For each idea, choose volunteers to act out two simple scenes, representing the term and its opposite.
- Use role-playing to enhance comprehension of the new ideas: *listening, be a good sport, play fair, share, listen and take turns*. For each idea, choose volunteers to act out two simple scenes, representing the term and its opposite.
- Use role-playing to enhance comprehension of the ways that Clara Barton helped people throughout her life. Have volunteers act out simple scenes.
- Read the book, *The Monkey and the Crocodile* by Paul Galdone. Make connections between the reading and *The Ant's Lesson*.

ENRICHMENT

- After learning about how rules help keep people safe, visit <http://www.safeny.ny.gov/kids/kid-schl.htm>. On the website,

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- Complete questionnaires that reveal your own interests and special talents. Practice appropriate ways to talk and listen.
- Read an Aesop's fable about a grasshopper and an ant and analyze the economic concepts in the fable.
- Color gift boxes to express in code their classmates' unique personalities.
- Journal Writing

School Bus and School Zone Safety Kids Page, learn about important school bus and traffic rules.

- On the website, Out of a Limb: A Guide to Getting Along; watch the interactive cartoon to get tips on getting along with others.
- Act out the fable of *The Ant's Lesson* as a short play or Reader's Theater. Assign different speaking roles and have students create simple props and costumes. Add a narrator whose role is to comment on aspects of the play that relate directly to concepts discussed in this lesson.

Suggested Websites

- www.discoveryeducation.com
- www.brainpopjr.com

Suggested Materials

- Smartboard
- Document camera
- Weekly Reader
- No, David Books
- Guest Speakers
- Video- Kids Academy-Rights/Responsibility
- Mine and Yours-We Live Here Too Book
- Scholastic News

Cross-Curricular Connections

21st Century Skills – CRP1: Act as a responsible and contributing citizen and employee.

SEL – Recognize and identify the thoughts, feelings and perspectives of others.

Language Arts – RI.1.1: Ask and answer questions about key details in a text.

Career Readiness-

9.1.2.CAP.1 -Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others. .

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Unit 2 : Economics

Time: December-January

Standards:

Essential Questions

- How do individuals make decisions based on their needs, wants, and the availability of resources?
- Why are economic decisions made by individuals and governments should be informed by an effective decision-making process?
- Why does the availability of resources influence current and future economic conditions?
- How do governments play an economic role in the lives of individuals and communities?
- Why are there benefits to trading goods and services with other countries?

Enduring Understandings

- I can explain the difference between a need and a want.
- I can cite examples of choices people make when resources are scarce.
- I can describe how local and state governments make decisions that affect individuals and the community.
- I can identify examples of human capital, physical capital, and natural resources.
- I can describe examples of goods and services that governments provide.
- I can cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

6.1.2.EconET.1: Explain the difference between needs and wants.
6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically



Benchmark Assessment(s)

- SWBAT understand that families need and want many things and must use money to buy these goods and services but they must make choices about what to buy. Read about needs and wants. Discuss goods and services as well as opportunity cost. Students will be able to complete a sort about what is a need or a want. (ECON ET.1)
- SWBAT understand what a natural resource is and explain how we as humans can preserve those resources. Students will learn about natural resources and also learn how children like them can take care of the Earth and its resources. Students will choose a natural resource that was discussed in class. They will explain what the natural resource is, why it is important and describe one way to care for it. Students will also

Other Assessments

- ✓ Teacher observation
- ✓ Class discussions and group work

Materials

- Posters
- TCI
- Foods
- Journals
- Video-Lily Learns about Wants and Needs
-  L2 : Lily Learns about Wants and Needs
- Video Needs and Wants [Needs and Wants](#)
- Video-Good or Service
-  Goods and Services for Children | Classroom Video

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discuss what to do when resources are scarce. They can also illustrate a picture to go with their explanation. (ECON NE.2, ECON ET.5)

- SWBAT understand the difference between Goods and Services. Read *On Market Street* by Anita and Arnold Lobel and sort pictures of goods and services. Discuss what services the government provides. (ECON ET.2)

<https://www.education.com/download/lesson-plan/on-market-street-goods-and-services/on-market-street-goods-and-services.pdf>

SUGGESTED ACTIVITIES

- Think of typical family purchases and identify which are needs and wants.
- Learn about jobs that people do to earn money to meet their needs and wants.
- Review typical needs and wants. Sort pictures according to needs or wants.
- Read Book on Natural Resources
<https://www.storyjumper.com/book/read/9877032/NATURAL-RESOURCES#>
- Learn ways that children in schools can take care of the Earth.
- Students will choose a natural resource that was discussed in class. They will explain what the natural resource is, why it is important and describe one way to care for it. They can also illustrate a picture to go with their explanation.
- Earth Day Writing/Art activity

REINFORCEMENT

- Read *The Legend of the Indian Paintbrush* retold by Tomie dePaola. Read *Legends of the Seminoles* by Betty Mae Jumper, Strega Nona
- Read *Night in the Country* by Cynthia Rylant and *Listen to the City* by Rachel Isadora. Compare and contrast the two settings.

ENRICHMENT

- Use the website PBS Kids: Zoom Into Action, to find ideas about helping groups of people in your community and around the world.
(<http://pbskids.org/zoom/activities/action/way09.html>)
- Use the website, Family Tree Magazine to build your own family tree.
(<http://kids.familytreemagazine.com/kids/default.asp>)
- Set up a simulated grocery store. Volunteers can perform service jobs in the store such as stock clerks, manager, cashiers, and baggers. Other students will pair up to be the shoppers. They will have a fixed amount of play money to buy groceries. Students can take turns working in the store and shopping.

Suggested Websites

- www.discoveryeducation.com
- www.brainpopjr.com

Suggested Materials

- Smartboard
- Document camera
- Weekly Reader

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- Scholastic News

Cross-Curricular Connections

21st Century Skills – CRP4: Communicate clearly and effectively and with reason.

SEL – Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Language Arts - RI.1.1: Ask and answer questions about key details in a text.

Career Readiness:

9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society)

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them

9.1.2.CR.2- List ways to give back, including making donations, volunteering, and starting a business.

9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

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Unit 3: Geography and Mapping Skills

Time: February-March

Standards:

Essential Questions

- Why is a map a symbolic representation of selected characteristics of a place?
- Why do environmental characteristics influence how and where people live?
- How do global interconnections occur between human and physical systems across different regions of the world?

Enduring Understandings

- I can use maps to identify physical features.
- I can describe how maps are created for a specific purpose.
- I can identify and describe the properties of a variety of maps and globes and purposes.
- I can explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- I can explain why and how people, goods, and ideas move from place to place.

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

Benchmark Assessment(s)

- SWBAT know about different types of maps, the characteristics of each and create their own. They will read a map and discuss different types of maps and their uses as well as characteristics of each. Work with a partner to create a simple map of their own using symbols. (GEO SV.2 GEO SV.3)
- SWBAT identify different landforms and bodies of water and relate that to the region they live in. Students will watch videos that describe different landforms and bodies of water. They will also read about different landforms and bodies of water. Students will describe one landform and one body of water that can be found where they live. (GEP SV.1)
- SWBAT watch <https://www.youtube.com/watch?v=TfzpusOppjs>
- https://www.youtube.com/watch?v=CXqZK-E_a_A
- and discuss how weather affects us. (GEO HE.1)
- SWBAT make a list of ways to move goods around the country and around the world. (GeoGI.1)

Other Assessments

- ✓ Teacher observation
- ✓ Class discussions and group work

Materials

- TCI
- Maps
- There's a Map on My Lap by Tish Rabe
- Video- How to Make a Map for Kids
- Brainpop Jr.
- Videos to Learn about Maps
 - ▶ Learn About Maps - Symbols, Map Key, Compass Rose
 - ▶ The Geography Song | Globe vs Map Song | Scratch Ga...
 - ▶ Seven Continents Song
 - ▶ Mode of transport for kids || types of transportat...

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SUGGESTED ACTIVITIES

- Listen to a story about an escaped mouse and help create a 3-D map of the classroom in which the story is set.
- Practice reading a map of the same classroom described in the story of the escaped mouse.
- Discuss what different types of maps show.
- Use what you have learned to create a simple map of your own.
- Compare and contrast where you live to the places in four videos. The videos will also describe different landforms and bodies of water. Also, read about different landforms and bodies of water. Students will describe one landform and one body of water that can be found where they live.
- Read about the Dust Bowl and the conditions which caused it. Have a class discussion about the event. Students will use words and pictures to describe the event, when it happened, what happened and why.
- Consider what “the past” means to them. A time capsule offers a glimpse into the past.
- View and read about school-related objects from the past, discussing each object’s use. Discuss how everyone wasn’t allowed in school at different times of history (e.g., African Americans and women). (Amistad Commission)
- An elderly man’s reminiscence serves as a model for students to construct a timeline of their own lives.
- Turn your attention from the past to the future as you predict and draw something that a school of the future might have.
- Read about how transportation has changed over time. There are many different forms of transportation that can be discussed. A focus can be on trains, planes, boats, cars and bicycles.
- Use www.discoveryeducation.com to learn more about scientific inventions by reading about Important Inventions as well as the inventions of The Wright Brothers, George Washington Carver and Thomas Edison.
- Read about Agricultural changes throughout the years.
- Read about Alexander Graham Bell on www.discoveryeducation.com. This will discuss communication changes throughout the years. Additionally, read about Telephones and Telegraphs on the same website.
- Students will work together to choose a new improvement in communication, transportation, agriculture or science. They will compare it to what was used in the past and create an illustration of both.
- Make a book-Me on a Map

REINFORCEMENT

- Read *Me on the Map* by Joan Sweeney. Read *Maps and Globes* by John Knowlton.
- Read *Introducing Landforms* by Bobbie Kalman. Read *Children of the Dust Bowl* by Jerry Stanley.
- Transportation, Communication, Agriculture, and Scientific Inventions: Read *This is the Way We Go to School* by Edith Baer. Read *Then and Now* by Peter Firmin.
- Read *O, Say Can You See?* by Sheila Keeman. Read *American Symbols* by Melissa Ferguson.

ENRICHMENT

- Follow along on a balloon ride on the site, USGS: Map Adventures, to learn about the difference between seeing objects on the ground and seeing them from above. Learn more about map symbols.
- Landforms – Students can research other landforms as partners or groups and create a model of the new landform.
- Visit an interactive site to learn about life in the 1700s in Colonial Williamsburg. You can tour the town and explore the lives of colonial Americans: slave and free, men and women, rich and poor.
(<http://www.history.org/kids/visitUs/>)
- Transportation, Agriculture, Inventions: After reading about different ways to travel, visit the website “America on the Move”, you can see early boats, trains and cars. There are also pictures of unusual ways of travel.
(<http://amhistory.si.edu/onthemove/index.html>)

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- Create a map of the bedroom, classroom, etc.

Suggested Websites

- www.discoveryeducation.com
- www.brainpopjr.com

Suggested Materials

- Smartboard
- Document camera
- Weekly Reader
- Book-Things That Go- National Geographic
- Scholastic News

Cross-Curricular Connections

21st Century Skills – CRP4: Communicate clearly and effectively and with reason.

SEL- Utilize positive communication and social skills to interact effectively with others.

Language Arts - RI.1.1: Ask and answer questions about key details in a text.

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.3: Use a variety of types of thinking to solve problems

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Unit 4: Government

Time: April-June

Standards:

Essential Questions

- Why do the democratic principles this country was founded upon guide the actions of local, state, and national government?
- How can two or more individuals have a different understanding of the same event?
- How does the nature of history involve stories of the past preserved in a variety of sources?

Enduring Understandings

- I can explain how national symbols reflect on American values and principles.
- I can explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- I can use resources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- I can use examples of regional folk heroes, stories, and/songs and make inferences about how they have contributed to the development of a culture's history.
- I can analyze a variety of sources describing the same vent and make inferences about why the accounts are different.

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Benchmark Assessment(s)

- SWBAT describe national symbols and holidays. Students will research national symbols using. Once they have an understanding of the national symbols, they will make an argument about the most important symbol and explain why. They will also choose a national holiday to research and describe. (Civics DP.1)

Other Assessments

- ✓ Teacher observation
- ✓ Class discussions and group work

Materials

- TCI
- Online printable materials
- Smartboard

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- SWBAT understand the different traditions and beliefs of various cultural groups. Students will read about different cultures' beliefs and traditions. Students will then work with a partner to choose one of the cultures discussed and draw a picture of that culture's traditions, beliefs or holidays and explain how they are celebrated. They can present their cultures to the class when completed. (Civics DP.3)
- SWBAT learn about a historical figure, George Washington or Johnny Appleseed. Read about this person. Search for multiple perspectives about an event and make inferences as to why there are differences. . Students will work with a partner to write at least two facts about Johnny Appleseed, explain how this story shaped our culture, and illustrate one way in which he helped people. (History UP.1, History SE.1 History SE.2)

- **Journals**

SUGGESTED ACTIVITIES

- Consider what you know about how we celebrate three holidays.
- Read about different holidays in our culture and in others. Read about national symbols.
- Learn about national symbols and holidays.
- Make an argument about the most important national symbol and research an American holiday.
- Various symbols of America
- Create a family flag
- Journal Writing
- Holiday Crafts/cards
- Consider the many groups people belong to and the special things each person learns from each group.
- Read about different cultures' traditions and beliefs
- Students will work with a partner to choose one of the cultures discussed and draw a picture of that culture's traditions, beliefs or holidays and explain how they are celebrated. Discuss as a class how some people treat people from different cultures differently but we should treat everyone the same.
- Asian American and Pacific Islander lessons
- Black History, Women in History, Latinx Heritage Months recognition.
- Consider what your family means to you.
- Read about different family members, types of homes and family activities.
- Learn that communities across the country are also special in different ways.
- Identify different family members and conclude that all families are special. Explain how their own family is special and describe their home and family activities.
- Have family members share careers.

REINFORCEMENT

- Read *Tight Times* by Barbara Shook.
- Read *Recycle Every Day!* by Nancy Elizabeth Wallace.
- Need it or Want it? By Colleen Hord
- Kermit the Hermit By Bill Pete

ENRICHMENT

- Use the website, NRDC: The Green Squad, to find more ideas on how to make your school greener and healthier.
(<http://www.nrdc.org/greensquad/>)

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- What Do You Celebrate? By Whitney Stewart
- Video- Cultures Around the World, The World is My Family

Suggested Websites

- www.discoveryeducation.com
- www.brainpopjr.com

Suggested Materials

- Smartboard
- Document camera
- Weekly Reader
- Scholastic News

Cross-Curricular Connections

21st Century Skills - CRP4: Communicate clearly and effectively and with reason.

SEL - Utilize positive communication and social skills to interact effectively with others.

Language Arts - RI.1.1: Ask and answer questions about key details in a text.

Career Readiness:

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

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