

## First Grade Social Studies

| <b>September:</b><br>Communities & Culture,<br>Government   | <b>October:</b><br>History, Communities &<br>Culture, Economics   | <b>November:</b><br>History, Communities &<br>Culture, Government  | <b>December:</b><br>Communities &<br>Culture, History  | <b>January:</b><br>Communities & Culture,<br>History  |
|---|---|--|--|---|
| <ul style="list-style-type: none"> <li>• All About Me/Families</li> <li>• Citizenship/Rules &amp; Laws</li> <li>• Constitution Day</li> <li>• Pledge of Allegiance</li> <li>• Second Step</li> <li>• Character Ed.- Responsibility</li> </ul> | <ul style="list-style-type: none"> <li>• Bus Safety</li> <li>• Fire Prevention</li> <li>• Community Helpers</li> <li>• Columbus Day</li> <li>• Second Step</li> <li>• Character Ed.- Respect</li> </ul> | <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Thanksgiving</li> <li>• Pilgrims</li> <li>• Turkey Drive</li> <li>• Veterans' Day</li> <li>• Second Step</li> <li>• Character Ed.- Cooperation</li> </ul> | <ul style="list-style-type: none"> <li>• Kwanzaa</li> <li>• Las Posadas</li> <li>• Hanukkah</li> <li>• Christmas</li> <li>• Second Step</li> <li>• Character Ed.- Consideration</li> </ul> | <ul style="list-style-type: none"> <li>• Martin Luther King, Jr.</li> <li>• Second Step</li> <li>• Character Ed.- Tolerance</li> </ul>          |
| <b>February:</b><br>History, Government,<br>Communities & Culture   | <b>March:</b><br>Map Skills & Geography,<br>Communities & Culture   | <b>April:</b><br>Communities & Culture,<br>Economics   | <b>May:</b><br>Communities &<br>Culture  | <b>June:</b><br>Communities & Culture,<br>Government, Economics,<br>History   |
| <ul style="list-style-type: none"> <li>• President's Day (Washington &amp; Lincoln)</li> <li>• Valentine's Day</li> <li>• Black History Month</li> <li>• Second Step</li> <li>• Character Ed.-Honesty</li> </ul>                              | <ul style="list-style-type: none"> <li>• Identify their own town, state, and country on maps and globes</li> <li>• Homes</li> <li>• Second Step</li> <li>• Character Ed.- Courtesy</li> </ul>           | <ul style="list-style-type: none"> <li>• Earth Day</li> <li>• Recycling</li> <li>• Second Step</li> <li>• Character Ed.- Perseverance</li> </ul>   | <ul style="list-style-type: none"> <li>• Memorial Day</li> <li>• Second Step</li> <li>• Character Ed.- Self-control</li> </ul>   | <ul style="list-style-type: none"> <li>• Flag Day</li> <li>• Career Day</li> <li>• Second Step</li> <li>• Character Ed.- Citizenship</li> </ul> |

## First Grade Social Studies Vocabulary

|                             |                      |
|-----------------------------|----------------------|
| above                       | planet               |
| across                      | Pledge of Allegiance |
| African American            | power                |
| American                    | quality              |
| below                       | republic             |
| beside                      | resources            |
| biography                   | respect              |
| Black American              | responsibility       |
| career                      | right                |
| celebrate                   | rules                |
| character                   | scarcity             |
| Christmas                   | self-control         |
| citizenship                 | service              |
| city                        | south                |
| community                   | Spanish              |
| community worker/helper     | state                |
| consideration               | Thanksgiving         |
| Constitution                | tolerance            |
| cooperation                 | town                 |
| country                     | tradition            |
| courtesy                    | up                   |
| Declaration of Independence | want                 |
| democracy                   | west                 |
| down                        |                      |
| east                        |                      |
| equality                    |                      |
| freedom                     |                      |
| good                        |                      |
| Hanukkah                    |                      |
| holiday                     |                      |
| honesty                     |                      |
| indivisible                 |                      |
| Jewish                      |                      |
| justice                     |                      |
| Kwanzaa                     |                      |
| left                        |                      |
| liberty                     |                      |
| Mexican                     |                      |
| nation                      |                      |
| Native American             |                      |
| near                        |                      |
| need                        |                      |
| north                       |                      |
| perseverance                |                      |

**Topic: 1<sup>st</sup> Grade Map Skills & Geography****Essential Questions: How can a map help us? How does location affect the way a person lives?**

| <b>Essential Knowledge &amp; Skills<br/>SWBAT:</b>  | <b>Guided Questions</b>   | <b>Classroom Ideas<br/>(Instructional Strategies)</b>   | <b>Assessment Ideas<br/>(Evidence of Learning)</b>   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• draw maps and diagrams that serve as representations of places, physical features, and objects</li> <li>• identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994)</li> <li>• investigate how people depend on and modify the physical environment</li> <li>• locate places within the local community, state, and nation</li> <li>• ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places</li> <li>• analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.</li> <li>• investigate why people and places are located where they are located and what patterns can be perceived in these locations</li> <li>• describe the relationships between people and environments and the connections between people and places</li> </ul> | <ul style="list-style-type: none"> <li>• What is a map?</li> <li>• How is a map like a real place?</li> <li>• Why do we use a map?</li> <li>• How do people in different places celebrate holidays differently?</li> <li>• How do people use the things around them to make homes?</li> <li>• What is the name of our town? State? Country? Planet?</li> <li>• What words can we use to locate places and things on a map?</li> </ul> | <ul style="list-style-type: none"> <li>• Make a map of your classroom, school, bedroom, house, town, etc. (BrainPop, Jr. “Reading Maps” movie and activities)</li> <li>• December Holidays (compare/contrast Hanukkah, Kwanzaa, and Christmas traditions, explore cultural similarities/differences between these holidays, craft activities, BrainPop, Jr. “Winter Holidays” movie and activities )</li> <li>• Fire Prevention (discuss and practice escape routes out during a fire)</li> <li>• Grade level community walk</li> <li>• Math (recognize and discuss spatial relationships)</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher observation and questioning</li> <li>• Weekly Reader maps &amp; questions</li> <li>• Maps made by student</li> <li>• Math worksheets</li> </ul> |

**Connections to Text (Resources): Weekly Readers, Harcourt Trophies series, Houghton-Mifflin leveled SS readers, math lessons****Time: On-going throughout year****Connections to Technology: videotape series, BrainPop, Jr., Google Earth****Key Vocabulary: north, east, south, west, above, near, below, left, right, across, beside, up, down, town, city, state, country, planet**

**Topic: 1<sup>st</sup> Grade History**

**Time: On-going throughout the year**

**Essential Questions: Who were some of the important people from the past? How have things changed over time?**

| <b>Essential Knowledge &amp; Skills<br/>SWBAT:</b>   | <b>Guided Questions</b>   | <b>Classroom Ideas<br/>(Instructional Strategies)</b>   | <b>Assessment Ideas<br/>(Evidence of Learning)</b>  |
|--|---|---|---|
| <ul style="list-style-type: none"><li>• read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses</li><li>• distinguish between past, present, and future time periods</li><li>• understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities</li><li>• explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world</li><li>• understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents</li></ul> | <p>Who was George Washington? Why is he important to us?</p> <p>Who was Abraham Lincoln? Why is he important to us?</p> <p>Who was Martin Luther King, Jr.? Why is he important to us?</p> <p>Who was Christopher Columbus? Why is he important to us?</p> <p>How are things different today?<br/>(transportation, jobs, homes, clothing, technology)</p> <p>What does it mean to vote?</p> <p>What does the pledge of allegiance mean?</p> | <p>Columbus Day (read a story about Christopher Columbus and discuss why his discovery was important to our country, create a craft project of his three ships)</p> <p>Election Day (vote for Spirit Day competition)</p> <p>Thanksgiving (discuss community service in relation to the Turkey Drive, compare family traditions during Thanksgiving, read about the history of Thanksgiving and Native American contributions)</p> <p>Martin Luther King, Jr. Day (read stories and discuss black history, the importance of getting along and non-violence, making contributions to society)</p> <p>Presidents' Day (read about Presidential accomplishments, compare/contrast Lincoln/Washington and current president, discuss the importance of Washington, DC)</p> <p>Winter holidays (compare/contrast Hanukkah, Kwanzaa, and Christmas traditions, explore cultural similarities/differences between these holidays, craft activities)</p> | <p>Teacher Observation and Questioning</p> <p>Weekly Reader questions</p> <p>Journaling</p> <p>Role Playing</p> <p>Writing activities</p> |

**Connections to Text (Resources):** Houghton-Mifflin leveled SS readers, Weekly Reader, Harcourt Trophies series, *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, *Ready-To-Read Martin Luther King, Jr. Day*, *A Picture Book of Martin Luther King, Jr.*, *Young Martin Luther King, Jr.: I have a Dream*, *Celebrating Martin Luther King, Jr. Day: Dreaming of Change*, *My Brother Martin*, *Step Into Reading: Christopher Columbus*, *A Picture Book of Christopher Columbus*, *In 1492*, *The First Thanksgiving*, *It's Thanksgiving*, *Celebrating Thanksgiving: Giving Thanks*, *Magic School Bus at the First Thanksgiving*, *Duke Ellington*, *The Flag We Love*, *Celebrating Patriotic Holidays: Honoring America*, *The Pledge of Allegiance*, *A Picture Book of Abraham Lincoln*, *Duck for President*, *Arthur Meets the President*, *Celebrating President's Day: What is a President?*, *George Washington*, *A Picture Book of George Washington*

**Connections to Technology:** Brain Pop, Jr., [Old Glory](#) video

**Key Vocabulary:** biography, Declaration of Independence, Constitution, Pledge of Allegiance, republic, indivisible, liberty, justice, equality, character, freedom, quality

| Essential Knowledge & Skills   | Guided Questions   | Classroom Ideas  | Assessment Ideas  |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it</li> <li>• explain those values, practices, and traditions that unite all Americans</li> <li>• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community</li> <li>• recognize how traditions and practices were passed from one generation to the next</li> <li>• distinguish between near and distant past and interpret simple timelines</li> <li>• gather and organize information about the important accomplishments of individuals and groups living in their neighborhoods and communities</li> <li>• participate in activities that focus on a classroom, school, or community issue or problem</li> </ul> | <ul style="list-style-type: none"> <li>• What makes me an American?</li> <li>• What is a community?</li> <li>• Who is in a community?</li> <li>• How do people in a community help each other?</li> <li>• What is a tradition?</li> <li>• How are traditions passed on?</li> <li>• How are different holidays celebrated?</li> <li>• What holidays do people celebrate?</li> </ul> | <ul style="list-style-type: none"> <li>• Getting to know our classroom/school/classmates (classroom orientation, All About Me, family timelines)</li> <li>• School Community (student helpers, workers in our school, BrainPop, Jr. “School” movie and activities)</li> <li>• Second Step (explore peer interactions, identify problem solving strategies, discuss empathy)</li> <li>• Fire Prevention (fire department members visit and students visit the fire station)</li> <li>• Veterans’ Day (discuss what a “veteran” is and why we celebrate)</li> <li>• Thanksgiving (discuss community service in relation to the Turkey Drive, compare family traditions during Thanksgiving, read about the history of Thanksgiving and Native American contributions, BrainPop, Jr. “Thanksgiving” movie and activities)</li> <li>• December Holidays (compare/contrast Hanukkah, Kwanzaa, and Christmas traditions, explore cultural similarities/differences between these holidays, craft activities, BrainPop, Jr. “Winter Holidays” movie and activities )</li> <li>• Martin Luther King, Jr. (read stories and discuss black history, the importance of getting along and non-violence, making contributions to society, BrainPop, Jr. “Martin Luther King, Jr.” movie and activities)</li> <li>• Valentine’s Day (discuss classroom community, being considerate &amp; caring, bringing valentines for everyone in class, traditions)</li> <li>• Presidents’ Day (read about Presidential accomplishments, compare/contrast Lincoln/Washington and current president, discuss the importance of Washington, DC, BrainPop, Jr. “Abraham Lincoln” and “George Washington” movies and activities)</li> <li>• Career Day (learn about current jobs in communities, write “thank you” letters to community members, consider future jobs)</li> </ul> | <ul style="list-style-type: none"> <li>Teacher Observation and Questioning</li> <li>Weekly Reader questions</li> <li>Journaling</li> <li>Class thank you letters to Fire Dept.</li> <li>Individual thank you letters to Career Day presenters</li> <li>My Feelings book (Second Step)</li> <li>Role-Playing</li> <li>Observation of Peer Interactions and Socially Appropriate Behavior</li> <li>BrainPop, Jr. quizzes</li> </ul> |

**Connections to Text (Resources):** Weekly Readers, Harcourt Trophies series, Houghton-Mifflin leveled SS readers, *The First Thanksgiving*, *It’s Thanksgiving*, *Celebrating Thanksgiving: Giving Thanks*, *Magic School Bus at the First Thanksgiving*, *Duke Ellington*, *The Flag We Love*, *Celebrating Patriotic Holidays: Honoring America*, *The Pledge of Allegiance*, *A Picture Book of Abraham Lincoln*, *Duck for President*, *Arthur Meets the President*, *Celebrating President’s Day: What is a President?*, *George Washington*, *A Picture Book of George Washington*, *Celebrating Valentine’s Day: My Special Valentines*, *Latkes and Applesauce: A Hanukkah Story*, *Celebrating Chanukah: Eight Nights*, *The Eight Nights of Hanukkah*, *The Magic Dreidels: A Hanukkah Story*, *The Christmas Cub*, *My First Kwanzaa Book*

**Connections to Technology:** BrainPop, Jr. (“School,” “Thanksgiving,” “Winter Holidays,” “Martin Luther King, Jr.,” “Abraham Lincoln,” and “George Washington”), [Going to School Is Your Job](#) video, [We All Contribute and Make a Difference](#) video

**Key Vocabulary:** community, tradition, holiday, celebrate, American, Native American, Kwanzaa, Christmas, Hanukkah, Thanksgiving, African American, Jewish, Black American, Spanish, Mexican, consideration, cooperation, respect, citizenship, courtesy, self-control, tolerance, honesty, responsibility, perseverance, career, community worker/helper

**Topic: 1<sup>st</sup> Grade Economics****Essential Questions: How do we make wise economic choices?**

| <b>Essential Knowledge &amp; Skills<br/>SWBAT:</b>  | <b>Guided Questions</b>  | <b>Classroom Ideas<br/>(Instructional Strategies)</b>  | <b>Assessment Ideas<br/>(Evidence of Learning)</b>  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources</li> <li>• explain how people’s wants exceed their limited resources and that this condition defines scarcity</li> <li>• know that scarcity requires individuals to make choices and that these choices involve costs</li> <li>• understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</li> <li>• investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal</li> </ul> | <ul style="list-style-type: none"> <li>• What is a want?</li> <li>• What is a need?</li> <li>• How do people get what they want?</li> <li>• How do people get what they need?</li> <li>• What are some resources around us?</li> <li>• What is scarcity?</li> <li>• What do people do for jobs around us?</li> <li>• Who are some community helpers?</li> <li>• What is a good?</li> <li>• What is a service?</li> </ul> | <ul style="list-style-type: none"> <li>• Create a T-chart of wants and needs</li> <li>• Fire prevention (how do firefighters/EMTs provide a service to our community)</li> <li>• Bus Safety (how do bus drivers provide a service to our community)</li> <li>• Career Day (discuss the types of jobs available in our area and whether they provide a good or a service)</li> <li>• Grade level community walk (identify businesses in our area and what good/service they offer)</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher observation and questioning</li> <li>• Weekly Reader questions</li> <li>• Role Playing</li> <li>• BrainPop, Jr. quizzes</li> </ul> |

**Connections to Text (Resources): Houghton-Mifflin leveled SS readers, Harcourt Trophies series****Time: On-going throughout year****Connections to Technology: BrainPop, Jr., What is Agriculture? video****Key Vocabulary: want, need, scarcity, resources, community helper, good, service, career**

**Topic: 1<sup>st</sup> Grade Government**

**Time: On-going throughout year**

**Essential Questions: What can I do to be a good citizen?**

| <b>Essential Knowledge &amp; Skills</b><br><b>SWBAT:</b>   | <b>Guided Questions</b>   | <b>Classroom Ideas</b><br><b>(Instructional Strategies)</b>   | <b>Assessment Ideas</b><br><b>(Evidence of Learning)</b>  |
|--|---|---|---|
| <ul style="list-style-type: none"><li>• know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice</li><li>• explain the probable consequences of the absence of government and rules</li><li>• describe the basic purposes of government and the importance of civic life</li><li>• explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States</li><li>• understand the basic civil values that are the foundation of American constitutional democracy</li><li>• know what the United States Constitution is and why it is important (Adapted from The National Standards for Civics and Government, 1994)</li><li>• understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government</li><li>• understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation</li><li>• examine what it means to be a good citizen in the classroom, school, home, and community</li><li>• identify and describe the rules and responsibilities students have at home, in the classroom, and at school</li><li>• examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State</li><li>• understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service</li><li>• identify basic rights that students have and those that they will acquire as they age</li><li>• show a willingness to consider other points of view before drawing conclusions or making judgments</li><li>• participate in activities that focus on a classroom, school, or community issue or problem</li></ul> | <ul style="list-style-type: none"><li>• What is citizenship?</li><li>• What does a good citizen do?</li><li>• What is justice?</li><li>• What is democracy?</li><li>• What would happen if we didn't have rules?</li><li>• How does the Constitution help us?</li><li>• What is the name of our country?</li><li>• What are some of the symbols of our country?</li><li>• What are some of our national holidays?</li></ul> | <ul style="list-style-type: none"><li>• Constitution Day -Sept. 17<sup>th</sup> (create a classroom constitution)</li><li>• Election Day (vote for Spirit Day competition)</li><li>• Flag Day (discuss the significance of the stars and stripes on the American flag and create American flags)</li><li>• Veterans' Day (read about Veterans' Day and identify people they know who are veterans)</li><li>• Memorial Day (discuss why we observe Memorial Day)</li><li>• Presidents' Day (read about Presidential accomplishments, compare/contrast Lincoln/Washington and current president, discuss the importance of Washington, DC)</li><li>• Character education activities (school-wide assembly concerning citizenship)</li></ul> | <ul style="list-style-type: none"><li>• Teacher observation &amp; questioning</li><li>• Weekly Reader questions</li><li>• Role playing</li><li>• Writing activities</li><li>• BrainPop, Jr. quizzes</li></ul> |

**Connections to Text (Resources):** Houghton-Mifflin leveled SS readers, *A Picture Book of Abraham Lincoln*, *Duck for President*, *Arthur Meets the President*, *Celebrating President's Day: What is a President?*, *George Washington*, *A Picture Book of George Washington*, *The Flag We Love*, *Celebrating Patriotic Holidays: Honoring America*, *The Pledge of Allegiance*

**Connections to Technology:** Old Glory video, BrainPop, Jr.

**Key Vocabulary:** citizenship, democracy, justice, Constitution, power, country, nation, rules, responsibility