

Grade 1 Social Studies Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August-September</p>	<p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p>	<p>Review the difference between a rule and a law</p>	<p>Formative Assessments: Classwork Class Discussions Teacher Observation Turn and Talks Rules & Law Quiz</p>	<p>Interdisciplinary Standard W 1.2 Students will write about a new law they wrote in order to promote the common good of those who live in the community.</p>
	<p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p>	<p>Identify rules and laws</p>		
	<p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p>	<p>Create a rule/law to be implemented in their classroom, school or town</p>	<p>Summative Assessments My New Law Responsible Citizen - Unit 1 Assessment</p>	<p>Technology Standard: 8.1.2.NI.2</p>
	<p>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).</p>	<p>Discuss the impact of rules and laws in regards to protecting people</p>	<p>Benchmark Assessment: BOY Benchmark</p>	<p>Describe how the Internet enables individuals to connect with others worldwide.</p>
	<p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>	<p>Research laws in the community, state and and nation</p>	<p>Accommodations and Modifications</p>	
		<p>Discuss laws and how they seek to promote the common good</p>		
		<p>Define and discuss: bullying</p>		
		<p>Discuss actions that can be seen as bullying and role play solutions to overcome these situations</p>		
		<p>Discuss how to be a good community member in your class, school, and town.</p>		
		<p>Discuss how to be mindful, kind, compassionate, respectful citizens.</p>		
		<p>-Being a “Bucket Filler” discussion and activities</p>		
		<p>Instructional Resources: Little Thinkers: Unit 1 Respectful Citizens</p> <p>Beginning of School Read Alouds Seesaw- SEL activities</p> <p>ClassDojo-The Mojo Show (SEL videos and lessons, growth mindset, gratitude, perseverance, empathy, mindfulness, respect</p>		

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<p>October/ November</p>	<p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>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).</p> <p>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).</p>	<p>-Read and discuss <u>Our Place in the World</u> book to help explain the importance of maps.</p> <p>-Collect, compare, and contrast different maps</p> <p>-Define physical features like continents, oceans, rivers, lakes, mountains, etc.</p> <p>-Make a compass rose</p> <p>-Use compass rose app to find school locations.</p> <p>-Create a classroom map.</p> <p>-Compare/contrast maps and globes</p> <p>-Decipher between continents and oceans on the map</p> <p>Instructional Resources: Little Thinkers-Unit 5-Geography</p> <p>Scholastic Geography- “Map Skills for Today”</p> <p>TPT Resource: Me On the Map</p> <p>Geography/ Maps Read Alouds Google Earth</p> <p>Teacher Technology: ActivPanel YouTube video Brain Pop Jr. Google Slides Actiview Camera <i>TCi Social Studies Alive</i> Promethean Board Scholastic Scholastic Magazine Epic!</p> <p>Student Technology: iPads Razkids Epic! Google Earth</p>	<p>Formative Assessments: Classwork Class Discussions Turn and Talks</p> <p>Summative Assessments: Types of Map Our Place in the World book Continents and Oceans map Little Thinkers Unit 5 Assessment-Geography</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard:R.I.1.1: Ask and answer questions about key details</p> <p>Technology Standard: 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p>December-February</p>	<p>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.</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>	<p>-Discuss holiday traditions within the classroom</p> <p>-Explore different holiday traditions from around the world.</p> <p>-Participate in games used to celebrate holidays around the world.</p> <p>-Compare/contrast countries food, languages, customs, traditions, clothing</p> <p>-Compare/contrast lives of children in other countries</p> <p>-Identify historical figures and the traits that made them a strong leader</p> <p>-Discuss what social change is and connect that to historical figures.</p> <p>Instructional Resources: Little Thinkers Unit 3: Holidays Around the World Read Alouds: Holidays Around the World (Epic) Various Holiday Traditional Stories Scholastic News-Presidents Presidents Unit</p> <p>Teacher Technology: ActivPanel YouTube video Google Slides Brain Pop Jr. ActiView Camera <i>TCi Social Studies Alive</i> Promethean Board Scholastic Epic! Scholastic Magazine-Presidents</p>	<p>Formative Assessments: Classwork Class Discussions Turn and Talks Holidays Around the World Traveling Suitcase project</p> <p>Summative Assessments: Holiday Research Little Thinkers- Unit 3: Holidays Around the World Assessment</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: R.L.1.9: Compare and contrast two books about Martin Luther King Jr.</p> <p>Technology Standard: 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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<p>February/ March</p>	<p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>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).</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p> <p>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.</p> <p>9.1.2.PB.2: Explain why an individual would choose to save money.</p>	<p>-Distinguish between Needs and Wants</p> <p>-Identify careers that interest students</p> <p>-Discuss careers with guest speakers, focusing on careers.</p> <p>-Complete “When I grow up” activity</p> <p>-Identify businesses within the community</p> <p>-Define scarcity and give examples of places where water/ food might be scarce.</p> <p>-Distinguish between goods vs services</p> <p>Instructional Resources: Needs and Wants booklet</p> <p>Needs/ Wants Read Alouds</p> <p>Little Thinkers: Unit 4- Community Economics</p> <p>Teacher Technology: ActivPanel YouTube video Brain Pop Jr. Actiview Camera <i>TCi Social Studies Alive</i> Promethean Board Scholastic Boom Cards</p> <p>Student Technology: iPads Razkids Epic! Great websites for Kids- Social Studies Brainpop Jr. - needs vs. wants</p>	<p>Formative Assessments: Classwork Class Discussions Post- it Note check ins Turn and Talks</p> <p>Summative Assessments: “When I Grow Up” Little Thinkers Unit 4- Community Economics</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>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).</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p> <p>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.</p> <p>9.1.2.PB.2: Explain why an individual would choose to save money.</p> <p>Technology Standard: 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others</p>
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<p>April-June</p>	<p>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.</p> <p>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).</p> <p>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p>	<p>-Define and discuss colonization through read alouds and videos, focusing on how it contributed to the development of a culture's history.</p> <p>-Discuss the life of and traditions for Native Americans (compare/contrast lives of</p> <p>-Define culture and compare/contrast Native American culture to our current American culture.</p> <p>-Discuss/compare and contrast folktales</p> <p>Instructional Resources: Various Folktale Stories Various Native American Books Little Thinkers N.A Unit</p> <p>Teacher Technology: ActivPanel YouTube video Google Slides Brain Pop Jr. Activview Camera Promethean Board Scholastic</p> <p>Student Technology: iPads Razkids Brain Pop Jr.</p>	<p>Formative: Classwork Class Discussions Turn and Talks</p> <p>Summative: Native American Project and Writing Little Thinkers N.A Unit Assessment</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: W.1.2 Write about a Native American tribe.</p> <p>Technology Standard: 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>
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Alternative Assessments: Folktale Heroes Unit, N.A Writing Assessment; Culture Projects, Activities/Worksheets

21st Century Standards: 9.1.4.A.1 & 9.1.4.B.2

21st Century Skills: Social Skills & Productivity

Career Ready Practices: CRP 1 CRP 7, CRP 12 and CRP 10