

**SOCIAL STUDIES GRADE 1  
CURRICULUM MAP**

INSTRUCTIONAL TIME PERIOD	SKILLS/OUTCOMES	ASSESSMENT
Unit 1	<p><b><u>How Do We Get Along?</u></b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• understand why we have rules</li> <li>• understand what responsibility looks like, sounds like, and feels like within the school and in the classroom</li> <li>• describe the basic rights that students have in the classroom</li> <li>• understand how voting helps to make a decision</li> </ul> <p><b>Standards:</b>  <b>History:</b> SS.Hist2.c.e</p> <p><b>Political Science:</b> SS.PS1a:K-1, SS.PS2.a.1-2, SS.PS2.c.1-2, SS.PS3.a.1, SS.PS3.b.e, SS.PS3.c.1, SS.PS3.d.1, SS.PS4.a.e</p>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Classroom discussion</li> <li>• Application of the classroom and school rules</li> <li>• Role playing the rules in different settings</li> <li>• Mock voting situation</li> </ul>
Unit 2	<p><b><u>How Do I See My Place in the World?</u></b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• compare maps and globes</li> <li>• name and use cardinal directions on a map and in the classroom</li> <li>• draw a simple map of a familiar place</li> <li>• identify the name of their city and state</li> <li>• locate where I live on a map</li> <li>• explore symbols that represent a variety of states and countries</li> </ul> <p><b>Standards:</b>  <b>Behavioral Sciences:</b> SS.BH1.a.2</p> <p><b>Geography:</b> SS.Geog1.a.1, SS.Geog1.b.1-2, SS.Geog1.c.1, SS.Geog2.a.K-1, SS.Geog2.d.1, SS.Geog3.a.1, SS.Geog5.a.1</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Classroom discussions</li> <li>• Draw a simple map - demonstrate the use of cardinal directions, map key</li> <li>• Label a map to identify city and state</li> <li>• Me on the Map activity</li> </ul>

	<p><b>History:</b> SS.Hist2.a.e, SS.Hist2.b.e, SS.Hist2.c.e</p> <p><b>Political Science:</b> SS.PS1.a.K-1</p>	
Unit 3	<p><b><u>Culture</u></b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• compare and contrast two or more groups of people: What makes them alike? What makes them different?</li> <li>• understand how traditions unite groups of people</li> <li>• make/draw/write about what represents themselves as a unique person in the world</li> <li>• describe different types of families</li> </ul> <p><b>Standards:</b>  <b>Behavioral Sciences:</b> SS.BH2.a.K-1, SS.BH2.b., SS.BH3.a.2</p> <p><b>History:</b> SS.Hist2.c.e, SS.Hist3.a.e, SS.Hist3.b.e, SS.Hist3.c.e, SS.Hist4.a.e, SS.Hist4.b.e, SS.Hist4.c.e, SS.Hist4.d.e</p>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Teacher observation</li> <li>• Sorting activity to compare and contrast traditions and cultures</li> <li>• Fill in the blank comprehension passages</li> <li>• Drawing/writing about families</li> </ul>
Unit 4	<p><b><u>Money and Jobs</u></b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• identify the difference between needs and wants</li> <li>• explore and identify different coins and bills and other types of money (debit/credit)</li> <li>• explore different types of jobs</li> <li>• describe why family members need to earn money to buy what they need and want</li> </ul> <p><b>Standards:</b>  <b>Economics:</b> SS.Econ2.a.1, SS.Econ3.a.1, SS.Econ3.b.1, SS.Econ4.b.1, SS.Econ4.d.1</p> <p><b>History:</b> SS.Hist1.a.e, SS.Hist1.b.e</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Classroom discussions</li> <li>• Sorting activities to differentiate needs and wants</li> <li>• Store simulation using coins</li> <li>• Draw/write about what they want to be when they grow up.</li> </ul>

## **Standards Covered in First Grade Social Studies:**

**\*Essential Standards are highlighted in red.**

### **Political Science:**

- SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
- SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
- SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.
- SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).
- SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).
- SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.
- SS.PS4.a.e Compare and contrast perspectives on the same topic.

### **Behavioral Sciences:**

- SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.
- SS.BH2.a.K-1 Describe how groups of people are alike and different.
- SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.
- SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).

### **Geography:**

- SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.
- SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.
- SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.
- SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.
- SS.Geog2.d.1 Identify and explain differences between rural and urban areas.
- SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?).
- SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.

### **History:**

- SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.
- SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.
- SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.
- SS.Hist2.b.e Identify patterns of change to self, family, and community over time.
- SS.Hist2.c.e Explain how something happening outside of your home can affect your family.
- SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.
- SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.

SS.Hist3.c.e Explain how something from the past can affect your life now.

SS.Hist4.a.e Describe the events that led to the creation of a primary source.

SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.

SS.Hist4.c.e Create one primary source about your life.

SS.Hist4.d.e Identify the POV of your own primary or secondary source.

**Economics:**

SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).

SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).

SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.

SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.

SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).

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