



First Grade Social Studies Pacing Guide

Date Range	Topics
August/September/October	Civics and Government
November/December/January	Geography & Behavioral Sciences
February/March	History
April/May	Economics

Civics & Government

Unit Summary: The purpose of this unit is to engage students in learning about community, government, and their role as citizens of a community. Students will explore the various communities that they belong to, including family, classroom, school, and local communities. Students will learn more about the purpose of government and the rights and responsibilities of citizens. Students will be introduced to the idea of patriotism and how we demonstrate our patriotism through national symbols, holidays, and events. Finally, students will learn the definition of primary sources, including the types of sources, and how to distinguish between fact and fiction.

Studies Weekly Week 1 - 12

Social Studies Weekly	Other Resources
Week 1 Standards: 1.C&G.1 Understand how people engage with and participate in the community.	
<p><u>Week 1 Community</u> Students will understand that they are a member of many communities with responsibilities. They will identify and explain responsibilities at home, at school, and in the local community.</p> <p>Activities: <u>I am a member of Many Communities</u> Charades: <u>Responsibilities Charades</u> Anchor Chart of Responsibilities divided into 4 sections: family, school, classroom, local - complete together Play "What If" game about what would happen if we weren't responsible</p> <p>Vocabulary: community, responsibility, respect</p> <p>Inquiry: How can you help a person who has moved into your school community? What are some ways you help your classroom community?</p>	<p>Read <u>If Everybody Did</u> by Jo Ann Stover and then have students create a poster/picture of what would happen if everyone stopped following the rules. Students could work on this as a group or individually.</p> <p>Listen to <u>A Castle on Viola Street</u> by Anne DiSalvo. <u>A Castle on Viola Street Teaching Helper</u>.</p>
Week 2 Standards: 1.C&G.2 Exemplify ways individuals and groups contribute to the making of rules and laws. 1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.	
<p><u>Week 2: Rules & Laws</u> Students will learn that rules and laws are made by people with authority. Rules teach us how to learn, work, and play together.</p> <p>Activities: <u>Rules in Our Communities</u> <u>Rules of our School WRITE AND DRAW</u> Add pictures of rule following to your classroom rules Class shared writing about Community Laws they would be familiar with</p>	<p>Create a class constitution (rules) by allowing students to discuss what rules they want or don't want in their classroom community. Then everyone agrees to the rules and signs it to show they were the creators of the constitution.</p> <ul style="list-style-type: none"> ○ <u>Scholastic--Creating Classroom rules</u> ○ Review and have students give feedback on the class rules/constitution at least

<p>Vocabulary: rules, consequences, authority, laws</p> <p>Inquiry: What do you think a school might be like if there were no rules? What can you do if someone is breaking a rule and you think someone might get hurt?</p>	<p>once a month during Morning/Afternoon Meeting. Let students discuss if the rules are creating the classroom community they want or if your class needs to add or change some rules.</p> <ul style="list-style-type: none"> ○ Free classroom poster creator for rules poster <p>Real World examples of Community Helpers</p> <p>Community Helpers song</p>
<p>Week 3 Standards: 1.C&G.2 Exemplify ways individuals and groups contribute to the making of rules and laws. 1.C&G.1.4 Compare various processes or strategies people can use to improve communities.</p>	
<p>Week 3: Principles of Democracy Students will understand that we all come from different places. We may have different views, but we can work together for fairness, equality, and the common good.</p> <p>Activities: Band-aid Lesson on Fairness For the Common Good Practice Classroom Conflict Resolution in the Classroom with Scenarios Have a compromise/consensus discussion with scenarios Draw a picture of you solving a problem</p> <p>Vocabulary: fairness, equality, common good, conflict, compromise, consensus</p> <p>Inquiry: How do you feel when your friends are fair? How does it feel when you think something is not fair?</p>	<p>Listen to Enemy Pie by Derek Munson. Talk about how the characters in the book are enemies in the beginning but come together.</p> <p>Common Thread Activity: Divide students into small groups. Have them chat and find one thing they all have in common (not a physical trait). Then have them create a flag that represents</p> <p>Return to the small groups from Common Thread Activity. This time have them find one thing that is unique about each person (not a physical trait). Make a flag celebrating these differences.</p>
<p>Week 4 Standards: 1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities. 1.C&G.1.4 Compare various processes or strategies people can use to improve communities.</p>	
<p>Week 4: Purpose and Structure of Government Students will examine the structure of government. Government leaders are chosen by the people to lead our city, state, and nation. Government leaders work to help the people in a community.</p> <p>Activities: Hold a class vote Have students write a sentence about what law they would make if they were a government leader</p>	<p>History of Voting in the USA - A Kid Explains History</p> <p>Women's Right to Vote - A Kid Explains History</p> <p>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Stone</p> <p>Elizabeth Started All the Trouble by Doreen Rappaport</p>

<p>Vocabulary: government, representative democratic government, election, governor, mayor</p> <p>Inquiry: What characteristics do good leaders have? Do you think it is important for people to vote? Why or why not?</p>	<p>c3 inquiry: President: Is the President the Most important Person in the Government?</p>
<p>Week 5 Standards: 1.C&G.1 Understand how people engage with and participate in the community. 1.C&G.1.4 Compare various processes or strategies people can use to improve communities.</p>	
<p>Week 5: Government Services Students will learn about taxes and how they pay for government services. Government services help us stay safe, healthy and have fun.</p> <p>Activities: Scenario with shopper, clerk, and tax collector Draw favorite government services and have others identify the service Write a shared letter to the police or fire department thanking them Invite a policeman or fireman to speak to the class How I Got Hurt Word Web with Teacher and Librarian Invite a Public Library Librarian to speak to your class Draw a playground or use recyclables to create one Clean your school playground</p> <p>Vocabulary: tax, volunteer</p> <p>Inquiry: How do you think your life would be different without any government services? How do you feel when you contribute positively in your class or family?</p>	<p>Brainpop Taxes</p> <p>Government Services Activity: Cut out pictures of your three favorite government services and write about how it helps our community.</p> <p>Listen to I Want to be a Police Officer by Laura Driscoll. Have the students write a sentence about which job the officer does that they would most like to do.</p> <p>Listen to Community Helpers: Firefighters. Write three things that firefighters do.</p>
<p>Week 6 Standards: 1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time. 1.H.1 Understand how people and events have changed society over time.</p>	
<p>Week 6: Important Documents Students will examine important documents such as the Declaration of Independence, Constitution, and the First Amendment of the Bill of Rights.</p> <p>Activities: Write your own class Declaration Explore the preamble Amend one of your class rules Bill of Rights Bingo Freedom of Speech Example in Class Write about importance of Freedom of Speech at level differentiated for your students Sort pictures of people working hard, learning, and</p>	<p>Constitution and Bill of Rights for Kids Video</p> <p>Declaration of Independence for Kids Video</p>

having fun
Write a shared letter about something you want the school or the government to change

Vocabulary: Declaration of Independence, Constitution, Bill of Rights, freedom of religion, freedom of speech, freedom of the press, right to assemble, right to petition the government, petition

Inquiry: When you have an opinion, how can you share it respectfully? What is something that is important enough for you to write down?

Week 7 Standards:

1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities.

1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.

Week 7: Citizens

Students will explore the rights and responsibilities of citizens in classroom, school, local, city, state, and country communities.

Activities:

POWERPOINT OF NC AND IMPORTANT PLACES

I am a Citizen

Discuss our rights and draw a picture of a right
Discuss our responsibilities and draw a picture of a responsibility
Write a sentence connecting a right and a responsibility
Decide on one way to improve your school
Discuss Global Citizenship

Vocabulary: citizen, rights, responsibilities

Inquiry: What is a problem in your school community that you can help solve? What is one responsibility you have in your classroom?

Brain Pop JR: Rights & Responsibilities

Introduce the United Nations Sustainable Development Goals (SDGs) to students. These are goals created to help make a difference in world issues, which is our responsibility.

What Can a Citizen Do? by Dave Eggers

Introduce the story of Rosa Parks and why she wanted some laws to change. Rosa Parks biography - start at 1:30 Discuss how her peaceful protest helped changed the law to create a more equitable society for African Americans

I Am Rosa Parks by Brad Meltzer

Examples of peaceful protests that changed laws

Week 8 Standards:

1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.

Week 8: Patriotism

Students will discuss how to demonstrate respect for the American Flag and National Anthem.

Activities:

I Feel Patriotic When WRITE AND DRAW

Flag Craft

NC State Flag

Pledge of Allegiance FITB

Star Spangled Banner SONG

America the Beautiful SONG

America the Beautiful WORKSHEET

Listen to the Star Spangled Banner and America the Beautiful. Have students vote on which one they like better. Have students draw a picture inspired by one of them. Have students write one sentence about why they like one of the songs.

Compare and Contrast the NC State Flag with the US Flag.

[My Country Tis of Thee SONG](#)
[My Country Tis of Thee WORKSHEET](#)

Vocabulary: patriotism, pledge

Inquiry: How can you show respect for the symbols of the United States? What are some ways you can show your gratitude?

Week 9 Standards:

1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.

[Week 9: National Symbols](#)

Students will learn about how national symbols remind us of our liberty, freedom, and love of America.

Activities:

[Common Symbols to teach what a Symbol is powerpoint](#)

[Patriotic Symbols and Places Book](#)

[Picture of NC State Capitol](#)

Vocabulary: symbol, liberty

Inquiry: How can symbols create a sense of unity for your community? When you see a symbol of your country or state, what do you feel?

What is similar about the NC State Capitol and the US Capitol buildings?

[American Symbols Teaching Resource](#)

[American Symbols Word Search](#)

Week 10 Standards:

1.C&G.1 Understand how people engage with and participate in the community.

[Week 10: National Holidays](#)

Students will learn about various national holidays that celebrate important people and events.

Activities:

Write a sentence about your favorite holiday

[Describing MLK Jr. COLOR AND WRITE](#)

Write a paragraph about what you would do if you were President

Make a service chain of people serving others in the classroom

[July 4th Square WRITING](#)

[Labor Day WRITE AND DRAW](#)

[We the People](#)

[Veterans' Day Thank you Card WRITING](#)

Share what you are grateful for in a circle

Inquiry: How do holidays help you feel connected to your community? What is important to you in your family celebrations?

MLK Jr: [I Am Martin Luther King Jr](#) by Brad Meltzer

Use [Scholastic News Martin Luther King Jr.](#) and consider showing video.

Bring a brown egg and a white egg. Crack both eggs and show that they are the same inside. Have students draw insides and outsides of eggs. Higher level [Egg Worksheet](#)

Listen to [A Picture Book of George Washington](#) by David A. Adler. ;

Do a science experiment cleaning pennies with soap and vinegar. Which cleans pennies better? [Penny Cleaning Experiment](#)

Use [Scholastic News Constitution Day](#) . Have students trace page 10 of [Constitution Day Printables](#)

Use [Scholastic News Veterans Day](#). Have students write [Thank You to Veterans](#)

Week 11 Standards:**1.C&G.2 Exemplify ways individuals and groups contribute to the making of rules and laws.****1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.****Week 11: Founders**

Students will learn more about the Founding Fathers that wrote the founding and framing documents in the United States.

Activities:

KWL chart about Founding Fathers

[Founding Fathers Flipbook WRITING and DRAWING](#)

Vocabulary: Founding Fathers

Inquiry: When you think about the lessons this week, what do you wonder? How do you feel when you do something really important?

George Washington: [George Washington cut and paste timelines](#)

Thomas Jefferson: [Thomas Jefferson differentiated reading passages](#)

John Adams: [John Adams powerpoint](#)

Benjamin Franklin: [Benjamin Franklin reading passages](#)

Week 12 Standards:**1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history.****1.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.****3 1.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.****1.1.8 Construct responses to compelling questions using information from sources.****Week 12: Sources**

Students will retell events using primary and secondary sources of historical information. They will evaluate a variety of valid sources and identify how that information/news is shared with the public.

Activities:

PRIMARY SOURCES SLIDESHOW

[Dear Diary WRITE AND DRAW](#)

SECONDARY SOURCES SLIDESHOW

[Places around Wilmington slideshow](#)

[Our News Book WRITE AND DRAW](#)

Sort books as Fact (nonfiction and fiction)

[Identifying Sources Checklist](#)

Vocabulary: sources, primary sources, secondary sources, fact, fiction

Inquiry: What questions do you have about sources? Why is honesty important?

Choose an activity from [Primary Source Activities for K-2](#) and complete with your class.

Geography & Behavioral Sciences

Unit Summary: The purpose of this unit is to introduce students to the Five Themes of Geography, including location, place, human-environment interaction, movement, and region. Throughout these weekly issues, students will learn more about the physical and human characteristics of geography

and how they inform the people and the resulting cultures of various regions.

Studies Weekly Weeks 13 - 21

Social Studies Weekly	Other Resources
Week 13 Standards: 1.G.1 Apply geographic representations, tools, and terms to Describe surroundings. 1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.	
<p><u>Week 13: Map Skills</u> Students will learn about maps and globes and what they are used for. They will learn the different kinds of tools that can be found on a map. Students will learn about physical and political maps and what information can be learned from those maps.</p> <p>Activities: Identify places students are familiar with on the globe <u>Maps and Globes VENN DIAGRAM</u> <u>Mapping My Classroom DRAWING</u> Scavenger Hunt using cardinal directions Compass Rose activity from Hardcopy <u>Map Sort CUT AND PASTE</u></p> <p>Vocabulary: globe, map, title, key, compass rose, physical map, political map</p> <p>Inquiry: How have you or your family members used a map to help you? What problems do maps help a person solve?</p>	<p><u>The Difference Between Maps and Globes</u></p> <p><u>Maps and Globes</u> by Jack Knowlton</p> <p>Show a variety of maps (neighborhood road map, tourist maps, adventure park maps, physical maps, political maps) and let the students compare and contrast legends and map symbols..</p> <ul style="list-style-type: none">○ You can find maps online (<u>examples of types of maps</u>) or get hard copies from local visitor centers or by calling different <u>embassies</u>. <p><u>c3 inquiry: Map Skills: How do maps talk to us?</u></p>
Week 14 Standards: 1.G.1 Apply geographic representations, tools, and terms to Describe surroundings. 1.G.2 Understand interactions between humans and the environment in different places and regions around the world.	
<p><u>Week 14: Five Themes of Geography</u> Students will learn about the five themes of geography. These themes will help students organize their learning in geography and help build an understanding of how they are connected to their world.</p> <p>Activities: <u>I Spy: Absolute and Relative Location</u> Sort needs: food, clothing, shelter <u>Physical and Human Characteristics SORT CUT AND PASTE</u> HOT POTATO STORY STARTER GAME REGIONS OF NORTH CAROLINA <u>Regions of our Country COLORING</u></p>	<p>Watch: <u>The Five Themes of Geography Overview</u></p> <p><u>Regions of NC Video</u></p>

Vocabulary: location, place, human-environment interaction, movement, region

Inquiry: What do you like about your environment? What are the characteristics of the region where you live?

Week 15 Standards:

1.G.1 Apply geographic representations, tools, and terms to Describe surroundings.

1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.

[Week 15: Location](#)

Students will examine the geography theme of location. Location can be relative or absolute. This week, the students will learn about relative location. Students will also learn how to use cardinal directions and the compass rose to read a map.

Activities:

[Map of US showing where Wilmington is](#)

Write a sentence describing the relative location of your house

[Letter Template WRITING](#)

Four Corners with Cardinal Directions

Hardcopy activities with cardinal directions, absolute and relative location

Vocabulary: location, relative location, absolute location, cardinal directions

Inquiry: If you were lost, what could you tell someone on the phone about your location? (Practice with a friend closing their eyes.) Why is it important to pay attention to your location?

[Map Skills: A Compass Rose](#) - gives details on what a compass rose is and how to use it
Make your own compass rose. Click [here](#) for template.
Symbols and Keys on Maps [Video](#)
What is a Compass Rose? [Worksheet](#)
What are [Cardinal Directions](#)? You can also label your room with these directions and use them when moving around the room.

Create a map of your classroom with map key and cardinal directions. Then have students create a map of their room at home, including map key and cardinal directions.

Week 16 Standards:

1.G.1 Apply geographic representations, tools, and terms to Describe surroundings.

1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.

[Week 16: Place: Physical Characteristics](#)

Students will investigate physical characteristics of a place including continents, oceans, landforms, and bodies of water. Students will also learn about climates and biomes.

Activities:

Write a sentence about a physical characteristic of Wilmington and why you'd like to visit it

[Oceans and Continents COLOR AND LABEL](#)

[Landforms and Bodies of Water DRAWING](#)

[Climate around Me DRAWING](#)

Pick a biome and write about what it would be like to live in it

[Biome Book for kids to make](#)

[Types of Landforms](#) Video

[Landforms, Hey - Crash Course Kids](#) Video

[PBS Learning](#) Media: [Landforms](#)

Landform [Flashcards](#)

[Introducing Landforms](#) by Bobbie Kalman and Kelley Mac Aula

Vocabulary: physical characteristics, oceans, continents, landforms, physical feature, climate, biome

Inquiry: What physical characteristics do you enjoy in your community? What do you like and dislike about the physical characteristics of your hometown?

Week 17 Standards:

1.G.2 Understand interactions between humans and the environment in different places and regions around the world.

1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.

[Week 17: Place: Human Characteristics](#)

Students will identify human characteristics in their own community. Students will examine different communities including urban, suburban, and rural communities.

Activities:

Walking field trip to identify human characteristics

[Map of US and NC showing wilmington](#)

As a class draw a map of Wilmington

Choose a recreational feature to add to your community and write a letter to the mayor about it on this template

[Fun in our Community](#)

Urban, Suburban, Rural T-Chart

Design one type of community on paper or with recyclables

[What's your opinion?](#)

Vocabulary: human characteristics, urban community, suburban community, rural community

Inquiry: What human characteristics do you enjoy in your community? Is your community more urban or suburban? What characteristics of your community influence your thinking?

[Urban, Suburban, Rural sort with pictures](#)

Week 18 Standards:

1.G.2 Understand interactions between humans and the environment in different places and regions around the world.

1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world.

1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.

[Week 18: Human Environment Interaction](#)

Students will learn about human-environment interaction. They will begin to understand how they adapt to and modify the environment. Students will understand that their interactions with the environment can have a positive or negative effect on the environment.

[One Plastic Bag](#) by Miranda Paul (interview with Isatou Ceesay at the end)

<p>Activities: Write a sentence about how you adapt to where you live. T-Chart about helping and hurting the environment Plant Seeds and discuss how plants help environment</p> <p>Vocabulary: human-environment interaction, adapt, modify</p> <p>Inquiry: What kind of impact do you think you have on the environment? What changes to your behavior can you make so that your interactions with your environment are positive?</p>	<p><i>I Am Farmer: Growing an Environmental Movement in Cameroon</i> by Baptiste and Miranda Paul</p>
<p>Week 19 Standards: 1.G.2 Understand interactions between humans and the environment in different places and regions around the world. 1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world. 1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.</p>	
<p>Week 19: Movement Students will explore the theme of movement, including why people move. Migration, exploration, and settlement will be introduced to help students think more in depth about the purpose of movement.</p> <p>Activities: If you have ever Move game Movement my Family NEED SPANISH Geography and my Job WRITE AND DRAW Going on and Exploration WRITE AND DRAW Build or draw new settlements as small groups Play Telephone The Place I Live WRITE AND DRAW</p> <p>Vocabulary: exploration, migration, settlement</p> <p>Inquiry: How can you treat a person who moves into your community? What is your favorite climate to live in?</p>	<p>Listen to Dreamers by Yuri Morales. Use Dreamers activities.</p> <p>Use If I were an Explorer writing and drawing paper for children to imagine what would happen if they were explorers.</p> <p>Students will create a venn diagram to compare how different groups of people live because of environmental conditions.</p> <ul style="list-style-type: none"> ○ Mountains vs. beach ○ North vs. South ○ South America vs. North America <p>K-2 lesson plan that goes along with <i>This is the Way we Go To School</i> Globe Trottin Kids</p>
<p>Week 20 Standards: 1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations. 1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.</p>	
<p>Week 20: Regions of the United States Students will examine the major regions of the United States and their defining characteristics.</p> <p>Activities: Write about which region you'd like to visit and why</p>	<p>5 Regions of the US Lesson Video for kids</p> <p>Southern Region of the US Video for kids</p> <p>7 Regions of the United States Read Aloud</p>

<p>Draw or glue defining features of regions on map in hardcopy Regions of the US COLOR AND WRITE</p> <p>Vocabulary: region</p> <p>Inquiry: What region of the United States do you live in? After learning about each region, which do you think would be your favorite to live in? Why?</p>	
<p>Week 21 Standards: 1.B.1 Understand how culture, values, and beliefs shape people, places, and environments. 1 B.1.1 Identify cultural practices and traditions in local communities and places around the world. 1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.</p>	
<p>Week 21: Culture Students will explore various aspects of culture. They will discuss cultural differences in the classroom with respect.</p> <p>Activities: Share about celebrations students take part in Favorite Food from Culture Teach how to say hello in multiple languages Watercolor inspired by Japanese Art Have students tell folktales and note how there are differences in oral storytelling Share about clothing and beliefs from your culture Have students make posters about their cultures</p> <p>Vocabulary: culture</p> <p>Inquiry: What is a belief you have? What are some ways you and your family members enjoy your family culture?</p>	<p>Listen to The Jelly Donut Difference Read Aloud. Discusses community, inclusion, and food. Use The Jelly Donut Difference to Support.</p> <p>Read Throw Your Tooth on the Roof: Tooth Traditions Around the World and visit Globe Trottin Kids for resources to use after reading. School Lunches Around the World Students will use venn diagrams or a three-column chart to compare cultural practices for places around the world. Children's Clothes Around the World Video Food Trip Around the World Video/Song Times for Kids: Homes Around the World Article/Photos How do people greet each other around the world? Hello to all the children of the world--Song that says hello in different languages</p>

History

<p>Unit Summary: The purpose of this unit is to help students explore the concept of time and how people, ideas, and communities change over time. This scaffolded understanding of time and chronology introduces students to important historical people and events.</p>
<p>Studies Weekly Weeks 27 - 32</p>

Social Studies Weekly	Other Resources
<p>Week 27 Standards:</p>	
<p>Week 27: Time Students will learn about calendars, and the vocabulary that is associated with calendars.</p>	<p>Past Present Future Powerpoint</p>

<p>Students will also learn and use vocabulary associated with time: past, present, and future.</p> <p>Activities: Days of the Week Song Calendar Time Months of the Year Song Identify and illustrate things you've done in the past, present, and future</p> <p>Vocabulary: calendar, past, present, future</p> <p>Inquiry: What would happen if everyone used a different method to track time? How does understanding how a timeline works help you with your daily life?</p>	<p>Listen to Then and Now by Tracy Soto. Write one sentence about an item in the book that has changed from the past to the present and draw a picture.</p>
<p>Week 28 Standards: 1.H.1 Understand how people and events have changed society over time.</p>	
<p>Week 28: Changes Over Time Students will learn about change over time. They will understand how and why families, neighborhoods, and communities change over time.</p> <p>Activities: Share baby pictures Write a sentence predicting how you will change in the future. Family Picture Share My Family Draw pictures on hardcopy of what you learned in the beginning of the year, now, and future Sketch the start of a community on butcher paper. Have students edit it with how it can change over time.</p> <p>Inquiry: How have you changed over the last year? What is one positive change you would like to make in the next week?</p>	<p>Listen to Window by Jeannie Baker. Write a sentence about one way the area surrounding the home changed.</p> <p>Listen to Maybe Something Beautiful by F. Isabel Compoy. Write a sentence about how the neighborhood changed over the course of the book. Have students draw their own inspired mural Maybe Something Beautiful inspired art worksheet</p> <p>c3 Family Stories: What do Family Stories Tell us about the Past?</p>
<p>Week 29 Standards: 1.H.1 Understand how people and events have changed society over time.</p>	
<p>Week 29: Comparing Children Over Time</p> <p>Activities: Timeline of your day Make a timeline of your life in the hardcopy "Then and Now" Chart based on pictures on pages 3 and 4 in hardcopy Children Then and Now Set up 4 corners of a room with the subjects you teach. Have students go to their favorite corner and discuss why it's their favorite. Later play 4 corners</p>	<p>Video about Timelines</p> <p>Timeline Activity</p>

<p>with this. Let Children play some games that were played in the past and now</p> <p>Vocabulary: timeline</p> <p>Inquiry: How do you think things will change for children in the future? What games did you like to play when you were younger? What games do you like to play now?</p>	
<p>Week 30 Standards: 1.H.1 Understand how people and events have changed society over time. 1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.</p>	
<p><u>Week 30: Inventors</u> Students will be introduced to important inventors and inventions that have changed how we live. They will understand the impact these inventions have on our lives and our communities.</p> <p>Activities: <u>My Invention</u> <u>Inventors and their Inventions Cover Sheet</u> Write a sentence about which invention from the student edition you think is the most important. Thomas Edison: Listen to Timeless Thomas by Gene Baretta Thomas Edison and the Light Bulb Marie Curie: Listen to Little People Big Dreams Marie Curie by Isabel Sanchez Vegara Make X-Ray with Black paper, white crayons, and q-tips George Washington Carver: My New Peanut Invention Milton Hershey: Our Class Chocolate Graph Benjamin Franklin: Kite Writing Page Kite Cover Page</p> <p>Vocabulary: inventors</p> <p>Inquiry: What might happen if an inventor gives up the first time they fail? How can inventions improve the ability of people in a community to meet their basic needs?</p>	<p>The same inventors were featured in the second grade studies weekly curriculum. Check with your kindergarten team to see what they have covered.</p> <p>Thomas Edison: Listen to Timeless Thomas by Gene Baretta</p> <p>Marie Curie: Marie Curie Coloring Page</p> <p>George Washington Carver: Peanut Craft</p> <p>Milton Hershey: Write a simile. A Hershey Kiss is as sweet as. IMAGE OF FOIL KISS WITH SIMILE WRITTEN ON STRING PART</p> <p>Benjamin Franklin: EASY Static Electricity Demonstrations</p>
<p>Week 31 Standards 1.H.1 Understand how people and events have changed society over time. 1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.</p>	
<p><u>Week 31: Transportation over Time</u> Students will examine how transportation has changed over time. Students will be able to compare and contrast transportation long ago with</p>	<p>Listen to Transportation over Time by Robin Nelson. Write one sentence about how transportation was in the past and how it is now.</p>

<p>transportation today.</p> <p>Activities: Anchor Chart of types of transportation over land, water, and air Write a sentence about which type of transportation you're most excited to learn about VENN Diagram with hula hoops to compare and contrast original and new airplanes Make a paper airplane Make boats out of tinfoil and see how much they can hold Train Pattern Block Mat GEOMETRIC SHAPES Cars: Past, Present, Future</p> <p>Inquiry: How might your life be different if transportation didn't change over time? How does transportation help you get enough food and water?</p>	
<p>Week 32 Standards: 1.H.1 Understand how people and events have changed society over time. 1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.</p>	
<p>Week 32: Communication over Time</p> <p>Activities: Anchor Chart of Ways we Communicate Letter Template Secret Messages Make "telephones" with paper cups and yarn Have students write a sentence about how their lives would be different if they didn't have computers Write a sentence about your favorite way to communicate on the student edition</p> <p>Inquiry: Why is it important to be able to communicate with people far away? How does communication improve connections between people?</p>	<p>Watch How Communication has changed over Time Video</p>

Economics

<p>Unit Summary: The purpose of this unit is to introduce students to the economic principles of needs and wants and goods and services. Students will make connections to the ways people meet their basic needs through various resources, including natural, human, and capital. They will also explore various economic activities, including agriculture and industry, and examine the choices made in various communities based on the resources available.</p>
<p>Studies Weekly Weeks 22 - 26</p>

Social Studies Weekly	Other Resources
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Week 22 Standards:**1.E.1 Understand the role of basic economic concepts in the decisions people make.****1.E.1.2 Recognize the relationship between supply and demand.****1.E.1.3 Exemplify how supply and demand affect the choices people make.****1.E.1.4 Summarize reasons why people and countries trade goods and services.**Week 22: Economics

Students will identify needs and wants as well as the different types of resources that people use to provide for their needs and wants.

Activities:

Write about what you would need to bring on a rocketship on a trip to another planet

T-chart of classroom wants and needs

Write about the most important class want and need

Brainstorm what resources you need to make cookies

Natural Resources WRITE and DRAW

When I Grow Up DRAW AND WRITE

Resources Around Me DRAW AND WRITE

Figure out a need your school has and brainstorm ways to fill it. Save the list for next week.

Vocabulary: need, want, resource, natural resource, human resource, capital resource

Inquiry: What are some things you need every day?
What can happen if you don't get something you need, like if you do not get enough sleep?

Needs and wants video-simple explanation of needs and wants with examples of each. Good for introduction-3 min.

Scholastic Needs & Wants Video

Flocabulary Rap - Needs and Wants - video

Brainpop Jr. Needs and Wants video

Lilly Learns About Wants and Needs & Goods and Services Around Town by Cloverleaf Books

Need It or Want It by Tammy Brown

Week 23 Standards:**1.E.1 Understand the role of basic economic concepts in the decisions people make.****1.E.1.2 Recognize the relationship between supply and demand.****1.E.1.3 Exemplify how supply and demand affect the choices people make.****1.E.1.4 Summarize reasons why people and countries trade goods and services.**Week 23: Goods and Services

Students will gain an understanding of basic economics. They will learn that producers make goods or provide services and that consumers buy goods or services.

"Goods and Services" variation of fruit salad game
Make a plan for fulfilling the need you discussed in the previous lesson

Set up a classroom store with Game Money

Listening game to identify producers and consumers

Game to identify buying or selling

Earning and Spending Money DRAW AND WRITE

Game with which geographic area a student would want to live in with a specific job

Activities:

Good and Services video- simple explanation of goods and services, quick review of needs and wants. 3 min.

Brainpop Jr. Goods and Services

Vocabulary: goods, services, producer, consumer

Inquiry: Who can you talk to if you need more of a good or service? What are some services you can do to help your family or class?

Week 24 Standards:

1.E.1 Understand the role of basic economic concepts in the decisions people make.

1.E.1.2 Recognize the relationship between supply and demand.

1.E.1.4 Summarize reasons why people and countries trade goods and services.

Week 24: Economic Choices

Students will learn about economic principles that affect economic choices such as supply, demand, and scarcity.

Activities:

Supply/Demand interactive introduction

Scarcity and Choices DRAW AND WRITE

Have students decide on one way they can help meet the needs of someone at their house and enact Trade and Barter Game ASK TRAVIS I DISAGREE WITH THE DEFINITION OF TRADE
Cut, paste, label, and illustrate three buildings from hardcopy issue with business types

Vocabulary: supply, demand, scarcity, trade, barter

Inquiry: What can you do if you notice that some people do not have the things they need? When you make wise economic choices, how do you feel?

Brainpop video explaining supply and demand.

Examples of supply and demand on video

Put students into groups and give them a variety of needed materials. Give some students more than they need and other students less than they need, but provide them with the same expectation to produce something. Provide time for productive struggle and then have a discussion about why the products are different or why some groups couldn't create the product.

Have students look at real world (or made up) data to draw conclusions about the amount of resources available.

- Water.org statistics on clean water access around the world
- World Health Organization statistics on clean water and sanitation access around the world
- The Water Project

Scarcity lesson using The Giving Tree

Students will write a narrative (illustration and a few sentences) about a time that they were unable to buy something because of scarcity.

- For example, toilet paper during Covid
-

Divide students into 5 groups. Give each group an item (glue sticks, candy, manipulatives, etc.) Tell the groups that each group must have one of each item. Have student groups trade with each other so that, eventually, each group has the same amount of each item. Once students have finished trading, have each group write a sentence to explain why they needed to trade with the other groups.

Week 25 Standards:

1.E.1 Understand the role of basic economic concepts in the decisions people make.

1.E.1.4 Summarize reasons why people and countries trade goods and services.

Week 25: Economic Activities

Students will be introduced to basic economic activities. Students will learn about how agriculture, industry, and jobs can help people earn money by meeting the wants and needs of others.

Activities:

Make a mural of all the children participating in an economic activity of their choice
Have students act out jobs they want to do
Make a web of all the things that come from farms
Design an assembly line activity for your class
Act out jobs of your choice
Complete "Job Activity - Match the Job" in hardcopy
[My New Business DRAW AND WRITE](#)

Vocabulary: jobs, agriculture, industry, services, entrepreneur

Inquiry: What economic activities do you like to do?
How can you show gratitude to people who do jobs that help you?

Brainpop Assembly Line Video

Listen to [ABCs of Jobs People Do](#) by Roger Piddy. Have students write about what job they would most like to do.

Week 26 Standards:

1.E.1 Understand the role of basic economic concepts in the decisions people make.

1.E.1.3 Exemplify how supply and demand affect the choices people make.

Week 26: Spending and Saving

Students will learn the difference between spending and saving money. They will learn that they can make goals for their money and use banks to keep their money safe. Students will learn how donating money can help others.

Activities:

Make a pretending shopping list
[Spending and Saving Board Game](#)
[Game Money](#)
Draw something you'd like to save for and write how you'll earn the money on the hardcopy
Draw a piggy bank on board, add coins, and ask students if there is enough money to buy an item
Everyone finds one thing from home they can donate

Vocabulary: spending, saving, donating

Inquiry: Why is it hard to make decisions about how much money to spend or save? How do you feel when you save money?

Listen to [Spending vs. Saving](#) by Tessa Hallenbeck.

[Spending vs. Saving Activities and Scenarios](#)

[c3 Inquiry Economic Choices: What Choices do we make with our Money?](#)

Inquiry

Unit Summary: This unit is designed as supplemental content. You may choose to insert it at any point during the regular 32 weeks of instruction. These lessons are designed to model (week 1), offer guided practice (week 2), and then for students to attempt independent practice (weeks 3 and 4) of the inquiry model (week 4). It is intended that these four weeks be taught in succession and together, but they may be taught at any given point in the school year.

Studies Weekly Special Issue 1 - 4

Social Studies Weekly	Other Resources
Special Issue 1 Standards: 1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world. I.1.1 Identify inquiry as a process to answer questions and solve issues.	
<p><u>Special Issue 1: What is Inquiry</u> Students will be able to do research around a compelling question. As students investigate rocks, they will organize information and share their findings. Students will create supporting questions as they begin their research. They will use text to find and write answers to their questions. Students will connect the supporting questions to the compelling questions and understand how they are important to their research. They will present information they learned to their peers.</p> <p>Activities: <u>Steps to Inquiry CUT AND PASTE</u> <u>Observe my world 5 SENSES EXPLORATION</u> Investigate and sort rocks <u>Plan to Share about Rocks</u></p> <p>Vocabulary: inquiry, investigate, analyze</p>	
Special Issue 2 Standards: I.1.2 Recognize a compelling question with prompting and support. I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources.	
<p><u>Special Issue 2: Questions come from many places</u> Students will extend their learning about inquiry by discussing the five senses while researching goats. Students will use guided practice to practice identifying sensory experiences, then apply that learning to researching goats. This week will be the</p>	

<p>guided practice week in the inquiry development weeks.</p> <p>Activities: My Five Senses ANCHOR CHART Five Senses Inquiry WRITING INVESTIGATION Listen to the articles and highlight information Discuss Problem and Solution of “What’s the Goat’s Problem?” Goats and Bridges GROUP ACTIVITY HANDS ON</p>	
<p>Special Issue 3 Standards: I.1.3 Explain why or how a compelling question is important to a topic or issue. I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.</p>	
<p>Special Issue 3: Questions Come from many Places: Part Two Students will identify the steps of the inquiry process and apply them to decoding the text of a short story. Students will engage in independent practice of the inquiry process by analyzing a text.</p> <p>Activities: Provide students with three sticky notes, take a way, and have them jot down inquiries Use Bulletin Board Paper, Story Images, Colored Paper to make huge chart answering questions from story Anansi and the Pot of Wisdom CUT AND PASTE</p>	
<p>Special Issue 4 Standards: I.1.8 Construct responses to compelling questions using information from sources. I.1.9 Identify problems related to the compelling question that students think are important.</p>	
<p>Special Issue 4: Anansi and Inquiry Students will use the inquiry model in independent practice this week. Students will be able to identify and order the steps of the inquiry process as well as practice the inquiry process by reading, analyzing, and discussing a body of text.</p> <p>Activities: Inquiry Steps Puzzle SEQUENCE Explore collaboration by having students build towers together and then discuss collaboration they experienced Draw faces on Anansi in hardcopy to show his emotions at different times of the story Whole group share what you learn and know activity with notecards and colored paper</p> <p>Vocabulary: collaboration, evidence</p>	