

COURSE: Social Studies Curriculum Map
GRADE LEVEL: 1st Grade

[NYS Social Studies Toolkit](#)

TOPIC	STANDARD	ESSENTIAL QUESTIONS	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO	SKILLS	TIMELINE	ASSESSMENTS/ ACTIVITIES
Individual Development and Cultural Identity Family Diversity	<p>1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.</p> <p>1.1a Families are a basic unit of all societies, and different people define family differently.</p> <p>1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.</p> <p>1.1c Awareness of America’s rich diversity fosters intercultural understanding. Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.</p>	How can families be the same and different?	<p>Students will listen to stories about different families and will identify characteristics that are the same and different.</p> <p>Students will identify traditions that are associated with their families, and tell why the tradition is important.</p> <p>Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.</p>	<p>Develop questions about his/her family.</p> <p>Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>Identify opinions of others.</p> <p>Retell a real-life family event in sequential order.</p> <p>Identify causes and effects, using examples from his/her family life.</p> <p>Identify change over time in his/her family.</p> <p>Identify events of the past, present, and future in his/her family life.</p> <p>Recognize and identify patterns of continuity in his/her family.</p>	Fall	<p>1st Grade Family Inquiry</p> <p>timeline</p> <p>Show and Tell</p> <p>Surveys</p> <p>Thanksgiving Glyph</p> <p>read-alouds</p> <p>learn about cultural holidays</p> <p>guided reading</p> <p>songs</p> <p>listening center</p> <p>writing booklets</p>

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				<p>Identify similarities and differences between neighborhoods.</p> <p>Identify similarities and/or differences between him/her and others with detail.</p> <p>Describe an event in his/her family.</p> <p>Understand the concepts of geography, economics, and history that apply to his/her family.</p>	
	<p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.</p> <p>1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.</p>	<p>How do our historical events help us to feel connected as Americans?</p> <p>How do the Pledge of Allegiance and patriotic songs help us understand our nation's history, values, and beliefs?</p>	<p>Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.</p> <p>Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.</p> <p>Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as America the Beautiful, America ("My Country 'Tis of Thee"), and The Star Spangled Banner and begin to understand the general meaning of the lyrics.</p>	<p>Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>Identify the creator and/or author of different forms of evidence.</p>	<p>Discuss Traditions of: <u>Labor Day</u> by Carmen Bredeson Hanukkah <u>Election Day</u> by Patricia J. Murphy Christmas Kwanzaa <u>Ramadan</u> by David F. Marx <u>Passover</u> by David F. Marx Martin Luther King Jr. Day Valentine's Day <u>Rosh Hashanah and Yom Kippur</u> by David F. Marx Columbus Day Veteran's Day Thanksgiving St. Patrick's Day <u>Easter</u> by David F. Marx <u>Passover</u> by David F. Marx <u>Memorial Day</u> By Jacqueline S. Cotton Flag Day Independence</p>

						Day "Holidays Around the World" by John Farrell Through read-alouds, Scholastic News, arts and crafts, guided reading songs listening center writing booklets writing.
<p>Civic Ideals and Practices</p> <p>Global Citizenship</p>	<p>1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.</p> <p>1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.</p> <p>1.3b Traits of a responsible citizen include respecting others* , behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.</p> <p>1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.</p>	<p>Why should I be a global citizen?</p> <p>How can I be a responsible citizen of my community?</p> <p>What does it mean to be a responsible citizen of my classroom?</p> <p>How can I be a responsible citizen of the world?</p>	<p>Students will participate in group activities and contribute to the work of the group.</p> <p>Students will explain the traits of a responsible citizen and model actions of responsible citizens.</p> <p>Students will discuss ways that they can protect and respect our world and its people.</p>	<p>Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.</p> <p>Participate in activities that focus on a classroom or school issue or problem.</p> <p>Identify the role of the individual in classroom and school participation.</p> <p>Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.</p> <p>Identify situations in which social actions are required.</p>	<p>ongoing food drive</p> <p>food drive, recycling, character education</p> <p>fundraising for food pantry, singing for nursing home, raising funds to build a school in Africa, support other school fundraisers</p> <p>skype with glasses in other cities, states and countries.</p>	<p>1st Grade Citizenship Inquiry</p> <p>"Souper" Bowl Writing to Veterans Clean up playground recycling contribute to Class Constitution Song Writing Character Education activities School-wide Charitable participation <u>I am Confident</u> by David Parker <u>I Have Manners</u> by David Parker <u>I Care About Others</u> by David Parker <u>I Can Make Good Choices</u> by David Parker <u>Follow the Rules</u> by Regina G. Burch <u>Think Before you Act</u> by Regina G. Burch <u>Would It Be Right?</u> by Regina G. Burch <u>Never Give Up</u> by Regina G. Burch <u>Working together</u> by Regina G. Burch <u>You can Count On Me</u> by Regina G. Burch <u>Telling the Truth</u> by Regina G. Burch</p>

						<p><u>Everyone is Special and Unique</u> by Regina G. Burch <u>Sharing is Caring</u> by Regina G. Burch</p>
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Civic Ideals and Practices

The President

1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

1.4a Rules and laws are developed to protect people’s rights and for the safety and welfare of the community.

1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.

1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.

What does the president do?

What do other leaders do?

How can I be a responsible citizen of my community?

Can the president solve every problem?

Students will discuss the difference between rules and laws, and determine why school rules were developed and what the consequences are of not following the rules.

Students will be given opportunities to solve problems, make decisions, and resolve conflicts.

Identify the president of the United States and the school principal and their leadership responsibilities.

Create understanding of the past by using primary and secondary sources

Identify rights and responsibilities in the classroom and school.

1st Grade The President Inquiry

pebblego.com
Constitution

Duck for President
youtube google slides
Grace for President
My Teacher for President
TPT Pint Size Presidential Fun!
abcmouse.com
presidents
Who's Who in the Community
by Jake Miller

The three branches of government lesson plan

bensguide.gpo.gov
pebblego.com
mayor, voting, state legislature, Governor, city council, democracy, president, congress,juries

abcmouse.com
historically speaking

playground
conflict resolution

“Thank you for sharing.”
Anti bullying

<p>Geography, Humans, and the Environment</p> <p>Maps and Geography</p>	<p>1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.</p> <p>1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.</p> <p>1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.</p> <p>1.5c Symbols are used to represent physical features and man-made structures on maps and globes.</p>	<p>What are cardinal directions and how do I use them?</p> <p>What are map symbols and how do I use them?</p> <p>What are map symbols and how do I use them?</p>	<p>Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects.</p> <p>Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.</p> <p>Students will closely read maps making use of the legends to understand symbols and what they represent.</p>	<p>Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other.</p> <p>Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>Identify the creator and/or author of different forms of evidence.</p> <p>Identify similarities and differences between neighborhoods.</p> <p>Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other.</p> <p>Describe how human activities alter places.</p> <p>Create understanding of the past by using primary and secondary sources.</p>	<p>January</p>	<p>1st Grade Maps and Geography Inquiry</p> <p><u>Me on the Map</u>, by Joan Sweeney</p> <p><u>Where is My Home</u> by Robin Nelson</p> <p><u>Where is My State</u> by Robin Nelson</p> <p><u>Where is My Country</u> by Robin Nelson</p> <p><u>Where is My Continent</u> by Robin Nelson</p> <p><u>The Earth</u> by Megan Duhamel</p>
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				Understand the concepts of geography, economics, and history that apply to his/her family.		
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<p>Geography, Humans, and the Environment</p> <p>Maps and Geography</p>	<p>1.6 People and communities depend on and modify their physical environment in order to meet basic needs</p> <p>1.6a People and communities depend on the physical environment for natural resources.</p> <p>1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.</p> <p>1.6c People interact with their physical environment in ways that may have a positive or a negative effect.</p>	<p>How do people and communities depend on and modify the physical environment to meet their needs?</p>	<p>Students will identify natural resources required to meet basic needs.</p> <p>Students will identify how the physical environment of their community has been modified to meet needs and wants.</p> <p>Students will identify positive and negative effects that human interaction can have on the physical environment.</p>	<p>Identify human activities and human-made features; identify natural events or physical features.</p> <p>Identify a pattern and a process.</p> <p>Describe how environment affects his/her and other people's activities.</p> <p>Describe how human activities alter places.</p> <p>Describe how human activities alter places.</p>	
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<p>Time, Continuity, and Change</p> <p>Family History</p>	<p>1.7 Families have a past and change over time. There are different types of documents that relate family histories</p> <p>1.7a Personal and family history is a source of information for individuals about the people and places around them.</p> <p>1.7b Families change over time, and family growth and change can be documented and recorded.</p> <p>1.7c Families of long ago have similarities and differences with families today.</p> <p>1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.</p> <p>Students will use sequence and chronological terms when describing family events.</p>	<p>What do family stories tell us about the past?</p> <p>How do families change over time?</p> <p>What artifacts could someone use to tell a family story?</p>	<p>Students will create personal timelines of their life, school year, and family events with the help of family members.</p> <p>Students will demonstrate an understanding of sequence and chronology and share their timelines with each other.</p> <p>Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.</p> <p>Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.</p> <p>Students will use sequence and chronological terms when describing family events.</p>	<p>Understand the concepts of geography, economics, and history that apply to his/her family.</p> <p>Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>Identify the creator and/or author of different forms of evidence.</p>		<p>1st Grade Family Stories Inquiry</p>
	<p>1.8 Historical sources reveal information about how life in the past differs from the present.</p> <p>1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.</p> <p>1.8b Oral histories, biographies, and family time lines relate family histories.</p>	<p>What is historical information?</p> <p>How do we use historical information to learn how life in the past differs from the present?</p>	<p>Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers.</p> <p>Students will interview family members to learn about their family histories.</p> <p>Students will develop a family timeline as an extension of their personal timeline.</p>			

			Students will describe the main characters and qualities after listening to biographies and legends			
Economic Systems	<p>1.9 People have many economic wants and needs, but limited resources with which to obtain them.</p> <p>1.9a Scarcity means that people's wants exceed their limited resources.</p> <p>1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.</p> <p>1.9c People use tools, technologies, and other resources to meet their needs and wants.</p>	How do families balance their wants and needs?	<p>Students will provide examples of scarcity by identifying wants that exceed resources.</p> <p>Students will examine choices that families make due to scarcity, and identify costs associated with these choices.</p> <p>Students will examine how tools, technology, and other resources can be used to meet needs and wants.</p>	<p>Describe how human activities alter places.</p> <p>Explain how people earn money and explain other ways that people receive money</p>		
Economic Choices	<p>1.10 People make economic choices as producers and consumers of goods and services.</p> <p>1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.</p> <p>1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.</p> <p>1.10c People and families work to earn money to purchase goods and services that they need or want.</p>	<p>What choices do we make with our money? How do families gain money?</p> <p>What do families choose to spend money on?</p> <p>Why do families choose to save money?</p>	<p>Students will identify examples of goods and services.</p> <p>Students will identify examples of a producer and a consumer.</p> <p>Students will examine how earning money through work is related to the purchase of goods and services.</p> <p>Students will examine decisions that people make about spending and saving money.</p>	<p>Distinguish between a consumer and a producer and their relationship to goods and services.</p> <p>Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.</p>		<p>1st Grade Economic Choices Inquiry</p> <p>Scholastic News Nov./Dec. 2014 Piles of Presents (See video)</p>

	1.10d People make decisions about how to spend and save the money that they earn.					
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