

GRADE 1: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 1: CITIZENSHIP AND GOVERNMENT – CIVIC SKILLS AND VALUES				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. How and why do good citizens participate in their community? 2. Why and when do we recite the Pledge of Allegiance?		Options include, but are not limited to: <ul style="list-style-type: none"> • Discussion of these topics. • Students display positive citizenship skills. • Houghton Mifflin, Assessment Options Handbook, page 35 Rules Assessment 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Civic Skills <u>Standard:</u> Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. <i>For example:</i> Ways to participate—pick up trash in park, vote, help make class decisions. <i>(Standard : 1.1.1.1.1)</i>		<ul style="list-style-type: none"> • Morning Meeting/Responsive Classroom <ul style="list-style-type: none"> - Making rules - Making class decisions 	<ul style="list-style-type: none"> • Kids Vote • The Morning Meeting Book (should be in professional libraries in buildings) • Houghton Mifflin -Unit 5, Lesson 3
<u>Substrand:</u> Civic Values and Principles of Democracy <u>Standard:</u> The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.	Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette. <i>(Standard: 1.1.2.2.1)</i>		<ul style="list-style-type: none"> • Pledge – into morning routines 	<ul style="list-style-type: none"> • Pledge curriculum • Houghton Mifflin -Unit 1, Lesson 2

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UNIT 2: CITIZENSHIP AND GOVERNMENT – GOVERNMENT INSTITUTIONS/POLITICAL PROCESSES				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. Who is the President of the United States? 2. What makes rules effective?		Options include, but are not limited to: <ul style="list-style-type: none"> • Students participate in establishing classroom rules and explaining why/why not the rules are effective. • Students identify the President of the USA via class discussions 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Governmental Institutions and Political Processes <u>Standard:</u> The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	Identify the president of the United States; explain that the president is elected by the people. <i>(Standard: 1.1.4.7.1)</i>		<ul style="list-style-type: none"> • In a shared reading setting during Reader’s Workshop or current events discussion or in a morning meeting. 	<ul style="list-style-type: none"> • Big Book from Houghton Mifflin (Unit 5, p. 239/Teacher’s Manual) • Houghton Mifflin -Unit 5, Lesson 2 • There is a free Brain Pop Jr. video about electing the President.
<u>Substrand:</u> Governmental Institutions and Political Processes <u>Standard:</u> The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	Identify characteristics of effective rules; participate in a process to establish rules. <i>For example:</i> Characteristics of effective rules—fair, understandable, enforceable, connected to goals. <i>(Standard: 1.1.4.8.1)</i>		<ul style="list-style-type: none"> • Morning meeting/Responsive Classroom <ul style="list-style-type: none"> - Making rules - Making class decisions 	<ul style="list-style-type: none"> • Kids Vote curriculum • Morning Meeting rules – the class process for establishing these • Big Book from Houghton Mifflin (Unit 5, p. 239/Teacher’s Manual) • Houghton Mifflin -Unit 5, Lesson 1

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UNIT 3: ECONOMICS				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. What is scarcity? 2. What are some ways families make choices about their money?		Options include, but are not limited to: <ul style="list-style-type: none"> • Students identify scarcity through class discussion after reading books about this topic • Houghton Mifflin Assessment Options booklet page 23, Interview Family Member about Choices They Make About Money 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Economic Reasoning Skills <u>Standard:</u> People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	Describe some costs and benefits of alternative choices made by families. <i>(Standard: 1.2.1.1.1)</i>		<ul style="list-style-type: none"> • Part of math unit (lessons with school store) – use read aloud a day later to tie into this. 	<ul style="list-style-type: none"> • <u>Frederik</u> (part of Interactive Read Aloud) • <u>A Chair for Mother</u> (part of Interactive Read Aloud) • Houghton Mifflin -Unit 3 Lesson 3 • Bringing Social Studies Alive booklet, pages 65
<u>Substrand:</u> Fundamental Concepts <u>Standard:</u> Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	Define scarcity as not having enough of something to satisfy everyone’s wants; give examples. <i>For example:</i> Having only three desks for four students, not having enough time to do everything you want, not having enough money to buy all the goods you want. <i>(Standard: 1.2.3.3.1)</i>		<ul style="list-style-type: none"> • Use as a read aloud during Reader’s Workshop 	<ul style="list-style-type: none"> • <u>Tops and Bottoms</u> (part of Interactive Read Aloud) • <u>Blueberries for Sal</u> (part of Interactive Read Aloud) • Houghton Mifflin -Unit 3 Lesson 1 • Bringing Social Studies Alive booklet, pages 66

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UNIT 4: GEOGRAPHY – GEOSPATIAL SKILLS

Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. Why do people trade goods? 2. What words explain locations of places? 3. What information does a map tell us?		Options include, but are not limited to: <ul style="list-style-type: none"> • Students participate in class discussion about why people trade goods • Create a sketch map to illustrate a familiar place (home, school, etc.) and label with location words (addresses, left, right, near, far, etc.). Students should share the information their map tells about. OR • Complete page 11 in Houghton Mifflin Assessment Options booklet and explain the information the map tells about. 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Geospatial Skills <u>Standard:</u> Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	Explain that people trade (voluntarily) when they each expect to be better off after doing so. <i>For example:</i> Barter—a trade with a friend (such as your toy for her book) will happen only if you want her book more than your toy and she wants your toy more than her book. <i>(Standard : 1.2.3.5.1)</i>		<ul style="list-style-type: none"> • Reader’s Workshop 	<ul style="list-style-type: none"> • <u>Tops and Bottoms</u> (Interactive Read Aloud) • Houghton Mifflin -Unit 3 Lessons 2-3
<u>Substrand:</u> Geospatial Skills <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions. Familiar places—one’s home or classroom. <i>(Standard: 1.3.1.1.1)</i>			<ul style="list-style-type: none"> • Houghton Mifflin -Unit 2, Lesson 1 • Bringing Social Studies Alive booklet, pages 2-3, 5
<u>Substrand:</u> Geospatial Skills <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location. <i>For example:</i> Relative location words—near, far, left, right. Absolute location words—street address (important for emergencies, mail). <i>(Standard: 1.3.1.1.2)</i>		<ul style="list-style-type: none"> • Idea: Have a class map and as you read books during the year, find the location in the book on the map and mark with push pin/magnet/etc. 	<ul style="list-style-type: none"> • Houghton Mifflin -Unit 2, Lesson 5

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UNIT 5: GEOGRAPHY – PLACES AND REGIONS				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. How are the land and its structures the same and different from Northfield and a place far from here?		Options include, but are not limited to: <ul style="list-style-type: none"> • Students generate a class chart of physical and human characteristics of differences and similarities from Northfield and a place far from here 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Places and Regions</p> <p><u>Standard:</u> Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</p>	<p>Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).</p> <p><i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), vegetation, weather, climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Eric Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p> <p><i>(Standard : 1.3.2.3.1)</i></p>			<ul style="list-style-type: none"> • Houghton Mifflin – Unit 2, Lesson 2 • Bringing Social Studies Alive booklet, pages 16-17

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UNIT 6: HISTORY – HISTORICAL THINKING SKILLS				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. What is a timeline used for? 2. How do we ask questions about the past? 3. How did people live at particular times in the past?		Options include, but are not limited to: <ul style="list-style-type: none"> • Create a timeline with at least 3 events from one’s own life OR create a class timeline with at least 3 class events as the school year progresses • Brainstorm a class list of questions students can ask about the past • Describe how people lived in the past-can be oral, written or via some other method 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> Historical Thinking Skills <u>Standard:</u> Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	Create a timeline that identifies at least three events from one’s own life. <i>For example:</i> Events—birth, walking, loss of first tooth, first day of school. <i>(Standard : 1.4.1.1.1)</i>		<ul style="list-style-type: none"> • Math 	<ul style="list-style-type: none"> • “Everyday Math” – Lessons about timelines (Unit 4.9) • Read Alouds from <u>Interactive Read Alouds – The Grumpy Ladybug</u> (create a timeline using a few of the times in the book) • Houghton Mifflin - Unit 4 Skillbuilder “Timeline” • Bringing Social Studies Alive, page 42 • Assessment Options booklet, page 27
<u>Substrand:</u> Historical Thinking Skills <u>Standard:</u> Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Ask basic historical questions about a past event in one’s family, school or local community. <i>For example:</i> Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have? <i>(Standard: 1.4.1.2.1)</i>			<ul style="list-style-type: none"> • Interview a family member about a family event using these questions OR invite a guest speaker to the room to tell about a local historical event. Then have the class ask historical questions of the guest.
<u>Substrand:</u> Historical Thinking Skills <u>Standard:</u> Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Describe how people lived at a particular time in the past, based on information found in historical records and artifacts. <i>For example:</i> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. <i>(Standard: 1.4.1.2.2)</i>			<ul style="list-style-type: none"> • Houghton Mifflin -Unit 4, Lesson 4 • Social Studies Alive Lesson Guide

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UNIT 7: HISTORY – PEOPLE AND CULTURES

Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. How are families, buildings, and technologies the same and different from new and earlier times?		Options include, but are not limited to: <ul style="list-style-type: none"> • Check current Houghton Mifflin resource for assessments OR • Complete Venn Diagram comparing and contrasting these topics 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand:</u> People, Cultures and Change Over Time <u>Standard:</u> The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Compare and contrast family life from earlier times and today. <i>For example:</i> Various aspects of family life—housing, clothing, food, language, work, recreation, education. <i>(Standard: 1.4.2.4.1)</i>			<ul style="list-style-type: none"> • Houghton Mifflin -Unit 4, Lesson 3
<u>Substrand:</u> People, Cultures and Change Over Time <u>Standard:</u> The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Compare and contrast buildings and other technologies from earlier times and today. <i>For example:</i> Places in earlier times—Pompeii, Athens, Rome. Building technologies—arches, domes, glass. Communication technologies—scrolls, books, emails; Transportation technologies—chariot, train, car. <i>(Standard: 1.4.2.4.2)</i>			<ul style="list-style-type: none"> • Houghton Mifflin -Unit 4, Lessons 5 and 6