

## First Grade Social Studies Scope and Sequence

Month	Topic	TN State Standard	Lesson Development	Activities & Resources
Aug - Sept	Individuals, Groups, & Interactions	<p>Work independently and cooperatively to accomplish goals (I). Recognize that cooperation is necessary in working with a group to complete a task (I/D).</p> <p>Recognize individuals have responsibilities to the group whether as a leader or as a member (I). Design a set of rules or laws for a home, classroom, or community (I/D/M).</p> <p>Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class (I/D)</p>	<p><b>Students will:</b> Participate in learning centers and work on their own.</p> <p>Create and discuss class rule chart.</p> <p>Illustrate rules and use rule chart throughout the year.</p>	<p>Work independently at desks and with others in learning centers.</p> <p>Participate in creating class rules and consequences. Discuss why rules are important at home, at school, during play, and in the community - ongoing.</p> <p>Use and refer to class rule chart and consequences throughout the year. Discuss and illustrate rules at home and in the community. Discuss what makes a good neighbor. Perform a class service project for the community.</p>

		<p>Recognize individuals and families as part of neighborhoods (I/D). Describe the unique features of one's nuclear and extended families (I/D/M). Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing (I).</p> <p>Give examples of the tension between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice (I).</p> <p>Recite and explain the meaning of the Pledge of Allegiance (I/D)</p>	<p>Understand dynamics of families and traditions.</p> <p>Compare and contrast wants and needs.</p> <p>Correctly recite and understand the pledge.</p>	<p>Create and present a family tree. Write about what makes each family special. Illustrate family traditions and customs.</p> <p>Do a comparison chart for needs/wants. Write about a rule or law at home and at school that students feel is unfair. Participate in <i>Character Counts</i> program with guidance counselor.</p> <p>Have students say the pledge daily and discuss throughout the year.</p>
Oct	History	<p>Recognize some early forms of communication and how communication has changed (I). Distinguish between the past, present, and future (I/D).</p> <p>Recognize that other countries have a longer history than the United States (I).</p>	<p>Study and research pioneer life.</p> <p>Research the founding of America.</p>	<p>Discuss and study what pioneer life was like. Make a Venn diagram to compare and contrast the past with present. Illustrate pioneer life. Read Laura Ingalls Wilder's - <u>Deer in the Wood</u>.</p> <p>Discuss when America was discovered and by whom. Read about explorers.</p>

		Identify contributions of diverse historical figures that have influenced the community, state, and nation (I). Recognize major events in American history (I),	Study explorers and important historical figures.	Study and read about Christopher Columbus and other notable Americans that have influenced history. Have students dress like an important historical figure of their choice.
Nov - Dec	Cultures of the World	<p>Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing (D). Recognize people learn customs from their culture (I/D).</p> <p>Explain the culture of the family and community (I/D).</p> <p>Recognize people use diverse languages to communicate with one another (I). Define multiculturalism (I). Explain the culture of a place (I). Describe the importance of diverse beliefs, customs, and traditions of families. (I/D). Understand individual differences in languages, beliefs, and customs that may be unique to one's culture (I). Retell stories from diversely selected folktales, myths, and legends (I). Recognize family and school rules as compared with those from another culture (I/D/M).</p>	<p>Examine Pilgrim and Native American ways of life.</p> <p>Depict family traditions.</p> <p>Actively participate in the study of diverse traditions and customs of the world.</p>	<p>Compare and contrast a Pilgrim and Native American ways of life. Reenact the first Thanksgiving. Discuss the contributions of both the Pilgrims and Native Americans.</p> <p>Write and illustrate about student's family traditions. Share and discuss each student's work.</p> <p>Students will participate in a <i>Christmas Around the World</i> unit. Students will be exposed to cultures of various countries through: foods, music, language, geography, games, clothing, laws, rules, and other customs and traditions.</p>

Jan -Feb	Geography	<p>Recognize that maps and globes are representations or models of specific places (I).</p> <p>Locate their home, neighborhood, and school on a visual representation (I/D). Locate and name the places in school and the neighborhood (I/D). Estimate the distances such as from home to school (I/D).</p> <p>Use map symbols and legends to identify locations and directions (I).</p> <p>Explain how land is used for different tasks in the local area (I/D)</p> <p>Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions (I).</p>	<p>View maps and globes.</p> <p>Depict community map - including distances.</p> <p>Display landmarks, symbols, and create a key.</p> <p>Share ideas about land use.</p> <p>Observe and discover information from maps.</p>	<p>Examine maps and globes.</p> <p>Create a map of the community. Students will include home, school, and local landmarks. Students will discuss distances to places in the community.</p> <p>On map created above, include a key with symbols and cardinal directions.</p> <p>Using the map from above, identify how land is used for different things (ex. farming, landfills, commercial use).</p> <p>Study and locate objects on a Tennessee State map.</p>
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Mar	Economics	<p>Recognize that workers who provide services earn money to meet needs and wants (I). Understand that community government employs various service workers (I). Understand that community governments employ various service workers (I/D). Describe how specialized jobs contribute to the production of goods and services (I). Recognize that goods and services are exchanged worldwide (I/D). Identify examples of goods and services in the home, school, and community (I/D). Distinguish the difference between goods and services (I/D). Differentiate between consumers and producers (I).</p> <p>Recognize that people advertise goods and services through different forms of communication (I).</p> <p>Identify how people exchange goods and services (I).</p> <p>Describe the requirements of various jobs and the characteristics of a job well performed (I/D).</p>	<p>See the value of and differentiate between goods and services, and producers and consumers in the community.</p> <p>Search for examples of advertisements.</p> <p>Practice exchanging goods and services through role-play.</p> <p>Research a job and its duties.</p>	<p>Discuss what goods and services are. List and illustrate workers in the community who provide services. Read <u>How Crayons Are Made</u> - Scott Foresman leveled reader 27B. Write down various goods and services. Put them in a jar on strips of paper. Have students draw and decide - good or service. Role-play as consumers and producers.</p> <p>Clip out advertisements in newspapers, examine yellow pages in phone books, and discuss favorite commercials.</p> <p>Using Saxon Math, create use a classroom grocery store.</p> <p>Make a poster for someone on the school staff and describe their job. Do a performance review of this person.</p>
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Apr - May	Government & Civics	<p>Recognize the United States Constitution as the basis for laws in our country (I).</p> <p>Categorize rules and laws we follow as members of a family, school, and community (I/D). Design a set of rules or laws for a home, classroom, or community (D/M).</p> <p>Explain the purpose of government and give examples of laws that establish order, provide security, and control conflict (I).</p>	<p>Comprehend the concept of a constitution.</p> <p>Take laws and rules and group them accordingly.</p> <p>Role-play important aspects of government.</p>	<p>Create a class constitution and discuss. Then explain the U.S. constitution. Have students compare and contrast.</p> <p>Make a rule jar. List several rules for families, school, and the community. Students draw out a rule and must decide which group the rule applies to.</p> <p>Invite a county or city official to speak to the class. Create a mock government in the classroom and list important laws.</p>

		<p>Understand that community governments employ various service workers (D).</p> <p>Identify leaders in the community, state, and nation (I). Understand that voting is a way of making choices and decisions (I).</p> <p>Describe the relationship between local, state, and national government (I).</p> <p>Define citizenship and responsibility (I). Categorize responsibilities that citizens have to their community, state, and country (I/D).</p> <p>Recognize family and school rules as compared to those from another culture (M).</p>	<p>Acknowledge the importance of community service workers.</p> <p>List and display various leaders. Examine and participate in elections.</p> <p>Recognize the dependency between local, state, and national government.</p> <p>Use decision making skills to determine the attributes of a good citizen.</p> <p>Differentiate rules between cultures.</p>	<p>Brainstorm and list helpers in our community. Invite community workers to share information about their jobs. Have students dress up as a community worker, and write a job description for what they do.</p> <p>Make a chart detailing local, state, and national leaders. Cover all elections throughout the school year. Have class elections.</p> <p>Discuss how our town is dependent on our state, and how our state depends on our country. List local government employees. Then list state and government employees. Make a Venn diagram for the services these employees provide.</p> <p>Character counts program with guidance counselor - ongoing throughout school year. Write about what makes a good citizen. Debate and discuss responsibilities that all citizens have.</p> <p>Choose a country and compare and contrast rules with our country.</p>
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<p>Ongoing Aug - May</p>		<p>Explain how selected customs, symbols, and celebrations reflect an American love of individualism and inventiveness (I/D). Explain selected national and state patriotic symbols such as the United States and Tennessee flags (I/D).</p> <p>Use picture clues and picture captions to aid comprehension to acquire information (I/D).</p> <p>Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information (I).</p> <p>Demonstrate an understanding of the data through written, visual, or oral methods to problem solve (I).</p> <p>Utilize community resources such as field trips, guest speakers, and museums for historical awareness (I/D).</p>	<p>Recreate American symbols and customs. Be exposed to and participate in national holidays and celebrations.</p> <p>Utilize symbols to show understanding.</p> <p>Engage in active research in order to gain information.</p> <p>Obtain understanding through research and problem solving.</p> <p>Use community resources to understand history.</p>	<p>Have students draw or make U.S. symbols such as the flag, Statue of Liberty, American Bald Eagle, etc. Have students write about what makes them proud of our country. Honor and recognize national holidays. Have students research how the flags were created. Make U.S. and TN flags.</p> <p>Use symbols on: classroom charts, posters, computer, books, money, etc.</p> <p>Participate in information gathering projects, using the internet, library, books, encyclopedias, guest speakers, etc. Scott Foresman's <u>Lost &amp; Lost in the Museum</u>.</p> <p>Participate in research, problem solving, and illustrating in order to understand material.</p> <p>Take field trips and use guest speakers to learn about the past.</p>
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Resources: Frank Schaffer's teacher resource books Social Studies K-1, 1-2  
 Carole Marsh's The Terrific Tennessee Coloring Book  
[www.tennesseeexperience.com](http://www.tennesseeexperience.com)  
 The Mailbox's Big Book of Monthly Ideas Grades 1-3 & Superbook Grade 1  
 Schlessinger Media's *American History for Children* video series  
[www.readinga-z.com](http://www.readinga-z.com)  
<http://teacher.scholastic.com/scholasticnews/index>  
[www.weeklyreader.com](http://www.weeklyreader.com)  
[www.studiesweekly.com](http://www.studiesweekly.com)

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