


1st Grade Social Studies Teaching & Learning Framework*

1 st Grade Social Studies Teaching & Learning Framework*						
Q1			Q2		Q3	Q4
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Launching Social Studies (3 weeks)	Our Earth, Our Home (3 weeks)	Personal Finance (3 weeks)	Thomas Jefferson & Benjamin Franklin (9 weeks)	Lewis & Clark with Sacagawea (4.5 weeks)	Theodore Roosevelt (4.5 weeks)	Southern US, George Washington Carver, & Ruby Bridges (9 weeks)
<i>What Does It Mean to be a Good Citizen?</i>	<i>Does Where We Live Really Matter?</i>	<i>Why do people work?</i>	<i>How Can One Person Improve Life for Other People?</i>	<i>How did Lewis and Clark with Sacagawea Change Our Nation?</i>	<i>In What Ways Did Theodore Roosevelt Demonstrate Perseverance?</i>	<i>How Did George Washington Carver and Ruby Bridges Overcome Obstacles in the Southern US?</i>
Map & Globe Skills 1, 2, 7 Information Processing Skills 1-7 						
Connecting Themes & Enduring Understandings	Geographic Understandings -Location					
Location Individuals, Groups, & Institutions Scarcity Time, Change, and Continuity Culture Production, Distribution, & Consumption <i>(Introduced Q1 & developed throughout the year.)</i>	SS1G2 Identify and locate his/her city, county, state, nation (country), and continent on a simple map or a globe. <i>(assess)</i> SS1G3 a, b, c Locates, Identifies and describes continents, oceans, and landforms (mountains, deserts, valleys, and coasts). <i>(introduce)</i>	SS1G1a Describe how each historic figure in SS1H1a (Benjamin Franklin and Thomas Jefferson) were influenced by his or her time and place. <i>(assess)</i> SS1G3 a, b, c Locates, Identifies and describes continents, oceans, and landforms (mountains, deserts, valleys, and coasts). <i>(develop)</i>	SS1G1b Describe how each historic figure in SS1H1a (Lewis & Clark Sacagawea) were influenced by his or her time and place. <i>(assess)</i> SS1G3 a, b, c Locates, Identifies and describes continents, oceans, and landforms (mountains, deserts, valleys, and coasts). <i>(assess)</i>	SS1G1c Describe how each historic figure in SS1H1a (Theodore Roosevelt) was influenced by his or her time and place. <i>(assess)</i> SS1G3 a, b, c Locates, Identifies and describes continents, oceans, and landforms (mountains, deserts, valleys, and coasts). <i>(assess)</i>	SS1G1d Describe how each historic figure in SS1H1a (George Washington Carver and Ruby Bridges) was influenced by his or her time and place. <i>(assess)</i>	
Historical Understandings – Individuals, Groups, and Institutions; Time, Change, and Continuity						
			SS1H1a,b Read/describe life of Benjamin Franklin (inventor/author/ statesman) and Thomas Jefferson (Dec. of Indep.). a. Identify the contributions. <i>(assess)</i> b. Describe how everyday life was	SS1H1a,b Read/describe life of Lewis & Clark and Sacagawea (exploration). a. Identify the contributions. <i>(assess)</i> b. Describe how everyday life was similar to and different from	SS1H1a,b Read/describe life of Theodore Roosevelt (National Parks & environment). a. Identify the contributions. <i>(assess)</i> b. Describe how everyday life was similar to and different from	SS1H1a,b Read/describe life of George Washington Carver (science) and Ruby Bridges (civil rights). a. Identify the contributions. <i>(assess)</i> b. Describe how everyday life was similar to and different from

*This framework is intended as a guide and is flexible to meet the needs of local schools and students.

			similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.). <i>(assess)</i>	everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.). <i>(assess)</i>	everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.). <i>(assess)</i>	everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.). <i>(assess)</i>
Civic/Government Understandings - Individuals, Groups, & Institutions; Culture						
	SS1CG2 Explore the concept of patriotism through the words in the songs <i>America</i> (My Country 'Tis of Thee) and <i>America the Beautiful</i> (ex: brotherhood, liberty, freedom, pride, etc.)		SS1CG1 Describe how historical figures (Benjamin Franklin and Thomas Jefferson) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment. <i>(assess)</i>	SS1CG1 Describe how historical figures (Lewis & Clark and Sacagawea) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment. <i>(assess)</i>	SS1CG1 Describe how historical figures (Theodore Roosevelt) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment. <i>(assess)</i>	SS1CG1 Describe how historical figures (George Washington Carver and Ruby Bridges) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment. <i>(assess)</i>
Economic Understandings – Scarcity; Production, Distribution, & Consumption						
		SS1E1 Identify goods that people make and services that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. <i>(assess)</i> SS1E3 Describe how people are both producers and consumers. <i>(assess)</i> SS1E4 Explain that people earn income by working and that they must make choices about how to save and spend. <i>(assess)</i>	SS1E1 Identify goods that people make and services that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. <i>(cont. to apply)</i> SS1E3 Describe how people are both producers and consumers. <i>(cont. to apply)</i>	SS1E1 Identify goods that people make and services that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. <i>(cont. to apply)</i> SS1E3 Describe how people are both producers and consumers. <i>(cont. to apply)</i>	SS1E1 Identify goods that people make and services that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. <i>(cont. to apply)</i> SS1E3 Describe how people are both producers and consumers. <i>(cont. to apply)</i>	SS1E1 Identify goods that people make and services that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. <i>(cont. to apply)</i> SS1E3 Describe how people are both producers and consumers. <i>(cont. to apply)</i>

Map & Globe Skills

1. use a compass rose to identify cardinal directions
2. use intermediate directions
7. use a map to explain impact of geography on historical and current events

Information Processing Skills

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables