

# Grade 1 Social Studies

## Scope and Sequence

### Trimester 1

#### Unit 1.1: Classroom and School Community, 12 days

##### Grade Span Expectations for Social Studies

##### **C&G 3: In a democratic society all people have certain rights and responsibilities.**

- (K–2)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)
  - working cooperatively in a group, sharing responsibilities or individual roles within a group
  - identifying feelings and situations that lead to conflict and describing ways people solve problems effectively

##### **C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.**

- (K–2)–3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...
- listing the pros and cons of personal decisions (e.g., littering, recycling)

##### **E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.**

- (K–2) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.)

##### **Common Core State Standards for English Language Arts**

##### **Reading Standards for Informational Text**

##### **Key Ideas and Details**

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.

##### **Craft and Structure**

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**Integration of Knowledge and Ideas**

RI.1.8 Identify the reasons an author gives to support points in a text.

**Writing Standards****Text Types and Purposes**

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Production and Distribution of Writing**

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Research to Build and Present Knowledge**

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**Unit 1.2: Community Helpers, 13 days****Grade Span Expectations for Social Studies****C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.**

- (K-2)–1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- c. exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community
- (K-2)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good

**Common Core State Standards for English Language Arts*****Reading Standards*****Key Ideas and Details**

RI.1.1 Ask and answer questions about key details in a text.

**Craft and Structure**

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Integration of Knowledge and Ideas**

- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Writing Standards****Text Types and Purposes**

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Trimester 2****Unit 2.1: Mapping Skills, 20 days****Grade-Span Expectations for Social Studies****G 1: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms.**

- (K-2) –1 Students understand maps, globes, and other geographic tools and technologies by...
- a. identifying the purpose of a variety of maps.
  - b. describing where places are located on a map using relative distance and direction.
  - c. organizing information about people places and environments in a spatial context (e.g., the school is *next* to a store; a student’s house is *across* the street from the park).
- (K-2) –2 Students identify the characteristics and features of maps by...
- a. recognizing elements of a map (e.g., key, scale, compass rose).
  - b. explaining how the elements are used (e.g., key explains symbols; scale indicates distance; compass rose indicates direction).

**Common Core State Standards for English Language Arts****Reading Standards****Key Ideas and Details**

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.

**Craft and Structure**

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **Integration of Knowledge and Ideas**

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

### ***Writing Standards***

#### **Text Types and Purposes**

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### **Production and Distribution of Writing**

W.1.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including collaboration with peers.

## **Unit 2.2: Natural/Physical and Human Features, 5 days**

### **Grade-Span Expectations for Social Studies**

**G 2: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (K-2) –1 Students understand the physical and human characteristics of places by...
- a. identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).
  - b. identifying and describing human-made features (e.g., buildings, streets, bridges).

### **Common Core State Standards for English Language Arts**

#### ***Reading Standards***

##### **Key Ideas and Details**

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

##### **Craft and Structure**

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

##### **Integration of Knowledge and Ideas**

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

**Writing Standards****Text Types and Purposes**

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Trimester 3****Unit 3.1: Past and Present, 15 days****Grade-Span Expectations for Social Studies****HP 1: History is an account of human activities that is interpretive in nature**

- (K-2) – 2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- a. describing and organizing a sequence of various events in personal, classroom, or school life (e.g., organizing and interpreting data in timelines)
  - b. explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom)

**HP 2: History is a chronicle of human activities, diverse people, and the societies they form.**

- (K-2) – 2 Students chronicle events and conditions by...
- a. describing, defining, and illustrating a sequence of events from personal, ~~classroom~~, school, ~~or community~~ life (e.g., timeline or self-made informational text showing key events)

**HP 3: The study of history helps us understand the present and shape the future.**

- (K-2) – 1 Students demonstrate an understanding of how the past frames the present by...
- a. identifying how events and people shape family and school life (e.g., *How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?*)

**HP 5: Human societies and cultures develop and change in response to human needs and wants.**

- (K-2) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- a. recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).

**C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.**

- (K-2) – 2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- a. using a variety of print and non-print sources to explore other people and places.

## Common Core State Standards for English Language Arts

### *Reading Standards*

#### **Key Ideas and Details**

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### *Writing Standards*

#### **Text Types and Purpose**

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### **Production and Distribution of Writing**

- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## Unit 3.2: Places People Live, 10 days

### Grade-Span Expectations for Social Studies

#### **G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (K-2) –3 Students understand different perspectives that individuals/groups have by...
- identifying and describing how people in different places view their environments (e.g., home, classroom, neighborhood, community).

#### **G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.**

- (K-2) –1 Students understand why people do/do not migrate by...
- describing a reason why people have or have not moved.
- (K-2) –2 Students understand the interrelationships of geography with resources by...
- identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains).

#### **G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.**

- (K-2) – 1 Students explain how humans depend on their environment by...
- identifying basic environmental resources needed in daily life (e.g., water, air, food).

## **Common Core Standards for Language Arts**

### ***Reading Standards***

#### **Key Ideas and Details**

RI.1.2 Identify the main topic and retell key details of a text.

#### **Craft and Structure**

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

#### **Range of Reading and Level of Text Complexity**

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

### ***Writing Standards***

#### **Text Types and Purpose**

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### **Production and Distribution of Writing**

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

