

## Grade 1 Social Studies

### Marking Period 1: Our Beliefs Shape Us

During the first marking period of first grade, students will explore themselves and the similarities they share with their classmates and others in our country and our world. Emphasizing the themes of Individual Development and Cultural Identity and Geography, Humans, and the Environment, students will identify the impact of beliefs on their own identity and that of others.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do our beliefs shape our identity and culture?</li> <li>• In what ways are we diverse?</li> <li>• How do we share our beliefs with others?</li> <li>• How can symbols and geographic vocabulary help us describe places?</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• 1.1 Beliefs, customs, and traditions help shape the identity and culture of a family and a community.</li> <li>• 1.2 People and families of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions to create a multicultural community.</li> <li>• 1.6 The location and place of physical features and manmade structures can be described and interpreted using symbols and geographic vocabulary.</li> </ul>
<p><b>Key Social Studies Practices</b></p> <ul style="list-style-type: none"> <li>• Form questions about the world in which we live.</li> <li>• Identify and explain authorship, point of view, purpose and format.</li> <li>• Identify arguments of others.</li> <li>• Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.</li> <li>• Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</li> </ul>	<p><b>Suggested Products</b></p> <ul style="list-style-type: none"> <li>• Poster illustrating beliefs expressed in the Pledge of Allegiance</li> <li>• Create a song about the name of the school reflecting the person for whom it is named.</li> <li>• Create a model of the globe showing blue water and brown and green land masses.</li> <li>• Write a narrative about the significance of food traditions in family (reflecting religion or ethnicity).</li> <li>• Draw a map of the natural and constructed features of the school neighborhood.</li> </ul>

**Scott Foresman First Grade Materials (not exhaustive):**

Unit One: Time for School

Begin with a Song: We Go to School

Lesson 1: Getting to Know Andrew

Lesson 2: Home and School

F5: Your School in Rochester

F1: What Do You Know about Your School?

Lesson 3: Rules We Follow

H16-H26: Geography Skills Handbook

Unit Two: In My Community

Lesson 3: Special Things We Do

Unit Five: This Is Our Country

Lesson 5: We Celebrate Holidays

Unit Six: Our Country, Our World

Page 256: Meet Mae Jemison

Lesson 5: Life Around the World

## **Conceptual Understandings**

- 1.1.a Families are a basic unit of all societies.
- 1.1.b Families have unique characteristics, roles, and traditions.
- 1.1.c Families exist in many different forms and structures in all communities and societies.
- 1.2.a Families have beliefs, customs, and traditions, which they pass onto other generations.
- 1.2.b Families are interdependent and support and learn from each other.
- 1.2.c Families exchange elements of their culture with other families or community members.
- 1.2.d Awareness of America's rich diversity fosters intercultural understanding.
- 1.6.a Physical features and manmade structures can be represented on maps and globes to help us understand and visualize our world.
- 1.6.b Physical features such as rivers, mountains, lakes, and oceans, and manmade structures such as cities, roads, and monuments can be located and described using geographic vocabulary.

## Grade 1 Social Studies

### Marking Period 2: We are Citizens

During the second marking period of first grade, students will explore what it means to be a citizen and how they might contribute to our community, our country and our world. Emphasizing the themes of Civic Ideals and Practices, Power, Authority, and Governance and Geography, Humans, and the Environment, students will identify the traits of responsible citizens, the purpose of government and geographic vocabulary which can be used to describe natural and constructed geographic features.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do citizens contribute to their communities?</li> <li>• Why do people create governments?</li> <li>• In what ways does location of places affect citizens?</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• 1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.</li> <li>• 1.4 Citizens effectively contribute to their local and global communities by demonstrating responsible traits and behaviors.</li> <li>• 1.5 People create governments in order to develop rules and laws to establish order, and to protect the rights and safety of individuals and groups.</li> <li>• 1.6 The location and place of physical features and manmade structures can be described and interpreted using symbols and geographic vocabulary.</li> </ul>
<p><b>Key Social Studies Practices</b></p> <ul style="list-style-type: none"> <li>• Participate in activities that focus on a classroom, school, or community issue or problem.</li> <li>• Identify differing philosophies of social and political participation.</li> <li>• Identify the role of the individual in opportunities for social and political participation in the local class, school, or community.</li> <li>• Identify situations in which social actions are required.</li> <li>• Identify those in positions of power who drive opportunities for freedom, social justice, and human rights.</li> <li>• Identify social and political responsibilities at the local classroom, school, and community level.</li> <li>• Identify and describe the relationship between people, places, and the environment</li> </ul>	<p><b>Suggested Products</b></p> <ul style="list-style-type: none"> <li>• Illustrate and label a poster that encourages people to recycle</li> <li>• Students draw a Rochester landmark such as the Kodak building, Frontier Field, Seneca Park Zoo, or the Frederick Douglass/ Susan B. Anthony Bridget and label surrounding geographic features.</li> <li>• Write a letter to a member of City Hall identifying a community issue and proposing a solution.</li> <li>• Create a Play Dough model of the Rochester landscape</li> </ul>

**Scott Foresman First Grade Materials (not exhaustive):**

Unit Two: In My Community

Begin with a Song: This is My Community

Lesson1: Welcome to my Neighborhood

F1: What Do You Know About Your Kneighborhood?

F3: Rochester Landmarks

Lesson4: Community Laws and Leaders

Lesson 5: Where in the World Do I Live?

B1: Rules in Rochester City School District

B5: Classroom Vote

B3: Susan B. Anthony

Unit Four: Our Earth, Our Resources

Lesson 1: Different Kinds of Weather

Lesson 2: Looking at Our Land and Weather

Lesson 3: Our Earth's Resources

Lesson 5: Caring for Our Resources

F1: Rochester's Weather

F3: Lake Effect Winters

B1: The Rochester Landscape

Unit Five: This is Our Country

Lesson 5: Choosing Our Country's Leaders

Unit Six: Our Country, Our World

Page 244: Citizen Heroes: Joseph Bruchac

## Conceptual Understandings

- 1.3.a A person can be a citizen or member of a community, a school, a state, a country, and the world.
- 1.3.b An engaged and active citizen participates in the activities of the group or community and makes positive contributions.
- 1.3.c Students, teachers, and staff members are all citizens of the school community and have rights and responsibilities.
- 1.3.d 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.
- 1.4.a Citizenship begins with becoming a contributing member of the classroom community.
- 1.4.b Responsible traits of a citizen include respecting others, behaving honestly, helping others, and sharing needed resources.
- 1.4.c Citizenship in school includes knowledge about and respect for the flag, including an understanding about its display and use, as well as an awareness of the history and meaning of the Pledge of Allegiance to the flag.
- 1.5.a Rules and laws are developed to protect people's rights and the safety and welfare of the community.
- 1.5.b Governments exist at the local, state, and national level to represent the needs of the people, create and enforce laws, and help resolve conflicts.
- 1.5.c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.
- 1.6.c 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.
- 1.6.d Maps are used to locate important places in the community, state, and nation such as capitals, monuments, hospitals, museums, schools, and cultural centers.

## Grade 1 Social Studies

### Marking Period 3: We Have Changed Over Time

During the third marking period of first grade, students' historical thinking about chronology, change and context and empathy will be developed. Emphasizing the themes of Time, Continuity, and Change and Geography, Humans, and the Environment, students will analyze how families and things we use changed over time and how primary and secondary sources create an understanding of the past.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How have families changed from the past to the present?</li> <li>• What do historical sources teach us about the past and present?</li> <li>• How do people and communities depend on and modify their physical environment in order to meet basic needs?</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• 1.8 Families have a past and change over time. There are different types of documents that relate family histories.</li> <li>• 1.9 Historical sources reveal information about how life in the past differs from the present.</li> <li>• 1.10 There are major individuals, historical events, and symbols that are important to our country.</li> <li>• 1.7 People and communities depend on and modify their physical environment in order to meet basic needs.</li> </ul>
<p><b>Key Social Studies Practices</b></p> <ul style="list-style-type: none"> <li>• Explain how events are related chronologically to one another in time.</li> <li>• Recognize dynamics of historical continuity and change over periods of time.</li> <li>• Identify how the environment affects human activities and how human activities affect the environment.</li> <li>• Recognize different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs.</li> <li>• Create understanding of the past by using primary and secondary sources.</li> </ul>	<p><b>Suggested Products</b></p> <ul style="list-style-type: none"> <li>• Create an illustrated timeline of transportation or photography or inventions.</li> <li>• Independently completed CRQs (constructed response questions)</li> <li>• Construct a primary source collage and write an explanatory caption</li> <li>• Write a poem about how Rochesterians depend on and modify the physical environment during a specific time period.</li> </ul>

**Scott Foresman First Grade Materials (not exhaustive):**

Unit One: Time For School

H10: Think Like a Historian

H12: Find the Facts

H14: Use Different Sources

Lesson 4: Learning About My School

Then and Now Living History: Things We Use

Unit Three: Work! Work! Work!

Then and Now Living History: Changing Toys

Page 34: Things We Use

Page 12: Families Long Ago

Lesson 3: From Place to Place

Unit Four: Our Earth, Our Resources

Page 148: Weather and Seasons Long Ago

Unit Five: This Is Our Country

Page 210: Our Country's Flag

Unit Six: Our Country, Our World

F1: Family Roots in Rochester Timeline

Lesson 2: How Things Have Changed

Lesson 3: Inventors and Inventions

Lesson 4: How Travel Has Changed

B1: Rochester's Transportation System

[Scott Foresman DBQ Practice Book for Grade 1 on Sharepoint](#)

## Conceptual Understandings

- 1.8.a Personal and family history is a source of information for individuals about the people and places around them.
- 1.8.b Families have existed for a long time and have lived in other places.
- 1.8.c Families change over time, and family growth and change can be documented and recorded.
- 1.8.d Families of long ago have similarities and differences with families today.
- 1.8.e Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.
- 1.9.a A variety of historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.
- 1.9. b Oral histories, biographies, family time lines, and legends relate family histories.
- 1.9.c Historical sources allow students to make comparisons between the past and the present.
- 1.10.a The study of historical events, popular historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.
- 1.10.b National symbols—and the ideas and events they represent—play an important role in understanding and examining our nation’s history, values, and beliefs.
- 1.10.c Local, state, and national landmarks are places of cultural and historical significance.
- 1.7.a People and communities depend on the physical environment for natural resources.

## Grade 1 Social Studies

### Marking Period 4: Our Resources, Our Choices

During the fourth marking period of first grade, students will differentiate between needs and wants and identify how individuals and groups make economic choices. Emphasizing the themes of Creation, Expansion, and Interaction of Economic Systems and Geography, Humans, and the Environment, students will analyze economic decisions within the community and how the physical environment impacts these choices.

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What do people need in order to survive?</li> <li>• How do limited resources affect about ability to meet our needs and wants?</li> <li>• What causes people to make economic choices?</li> <li>• How do people and communities depend on and modify their physical environment in order to meet basic needs?</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• 1.11 All people need food, clothing, and shelter in order to survive.</li> <li>• 1.12 People have many economic wants and needs, but limited resources with which to obtain them.</li> <li>• 1.13 People make economic choices as producers and consumers of goods and services.</li> <li>• 1.7 People and communities depend on and modify their physical environment in order to meet basic needs.</li> </ul>
<p><b>Key Social Studies Practices</b></p> <ul style="list-style-type: none"> <li>• Identify causes and effects using examples from a student’s life or from Social Studies.</li> <li>• Identify the relationship between cause and effect.</li> <li>• Distinguish between long-term and immediate causes and effects (time, continuity and change)</li> <li>• Recognize that place and region influence the social, cultural, and economic characteristics of civilizations.</li> <li>• Form questions about the world in which we live.</li> <li>• Recognize arguments and identify evidence.</li> </ul>	<p><b>Suggested Products</b></p> <ul style="list-style-type: none"> <li>• Create a poster illustrating how George Washington Carver modified the physical environment to help people meet their needs and wants.</li> <li>• Make a community worker puppet and present how the worker provides goods or services to the community.</li> <li>• Create and label a collage of Rochester products (e.g. Boss Sauce, Zweigle’s hot dogs, Abbot’s custard, French’s mustard, Kodak film/cameras, Bill Gray’s, Nalgene water bottles, Country Sweet chicken wings, Hickey Freeman suits)</li> </ul>

**Scott Foresman First Grade Materials (not exhaustive):**

Unit One: Time for School

F3: What is the Importance of School?

Unit Three: Work! Work! Work!

F1: Jobs in Rochester

F3: Who is George Eastman?

Begin with a Song: Lots of Jobs

Lesson 1: Ben’s Jobs

Lesson 2: Needs and Wants

Lesson 3: Spending and Saving

Lesson 4: Welcome to Job Day!

Lesson 5: Interview with a Farmer

Map and Global Skills: Follow a Route

B3: Rochester Products

Unit Six: Our Country, Our World

Lesson 1: Visiting the Market

## Conceptual Understandings

- 1.11.a Food, clothing, and shelter are universal needs across all cultures and societies.
- 1.11.b Styles of homes and shelters, food and diet, and clothing vary across different families and communities based on region, climate, and cultural traditions.
- 1.11.c Individuals, groups, and communities provide facilities and services to help people meet their universal needs, especially when families are struggling on their own.
- 1.12.a Scarcity means that people's wants exceed their limited resources.
- 1.12.b People use tools, technologies, and other resources to meet their needs and wants.
- 1.12.c Families and communities must make choices due to unlimited needs and wants and scarce resources, and these choices involve costs.
- 1.12.d People use tools, science, and technology to meet their needs.
- 1.13.a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.
- 1.13.b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.
- 1.13.c People and families work to earn money to purchase goods and services they need or want.
- 1.13.d People make decisions about how to spend the money they earn.
- 1.7.b Roads, dams, bridges, farms, parks, and urban dwellings are all examples of how people modify the physical environment to meet needs and wants.
- 1.7.c People interact with their physical environment in ways that may have a positive or negative effect.