

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Social Studies, First Grade

Focus for Grade-Level Expectations: Family as a context to expand knowledge of geography, history, human interdependence, etc. Include comparisons to families in other regions, states or countries.

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
UNIT ONE: Living and Working Together (9 weeks)	Standard 1--Content Knowledge Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world. 1.1 Students will be able to explain the purpose, structures and functions of government and law at the local, state, national and international levels. 1.2 Students will be able to describe the interactions between citizens and their government in the making and implementation of laws.	<ul style="list-style-type: none"> • Identify a community as a group of individuals with rights and responsibilities, organized to fulfill the needs and wants of its members. • Identify the characteristics of a classroom community. • Understand the importance of cooperation, compromise and consensus in the decision-making of a family and a community. • Explore basic concepts of diversity, tolerance, fairness, respect and positive interactions with others. • Identify and define a variety of family structures. • Understand how families can change. • Identify similarities and differences between families. • Describe a family experience or tradition. 	Written test: Living and Working Together Student Written Responses: “I Have the Right to...” “I Am Responsible For...”	Posters: Defining a Community T-Chart: Rights and Responsibilities BRAINPOP, JR movies: “Rights and Responsibilities” “Needs and Wants” Literature: <u>We Are All Alike/We Are All Different</u> , <u>Families are Different</u> Graph: “How Many People in Your Family”

	<p>1.9 Students will be able to understand the rights and responsibilities of citizens</p> <p>1.10 Students will be able to explain how limited resources influence economic decisions.</p> <p>1.11 Students will be able to know how different economic systems organize resources.</p> <p>1.12 Students will be able to understand the interdependence of local, national and global economies.</p> <p>1.13 Students will be able to understand the characteristics of and interactions among culture, social systems and institutions.</p> <p>Standard 2-- History/Social Studies Literacy Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</p>	<ul style="list-style-type: none"> • Discuss their family heritage, identify the birthplace of one or more of their ancestors and share some interesting facts about that person. • Learn their birthdate, address and phone number. • Explain the need for laws and services (police, fire) in one's town. • Give examples of an individual's responsibilities as a citizen in the school. • Describe characteristics and examples of good citizenship (e.g., student of the week, community volunteers). • Analyze how one's actions affect others. • Identify basic needs and wants by giving personal examples in school and family settings. • Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). • Compare and contrast producers and consumers. • Identify examples of goods and services and describe how people obtain them. 	<p>Teacher evaluation of student response: Identifying birthday, address, phone number</p>	<p>Posters: School Rules, Classroom Rules Cooperation, Compromise and Consensus, Classroom Citizen vs. Town Citizen</p> <p>Developmental Guidance lessons</p> <p>Junior Achievement Day activities</p> <p>BRAINPOP JR. movies: "Goods and Services" "Community Helpers"</p>
--	--	---	--	---

	<p>2.2 Students will be able to interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.3 Students will be able to create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.</p> <p>2.4 Students will be able to demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>Standard 3-- Application</p> <p>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</p>	<ul style="list-style-type: none"> • Identify examples of goods and services and describe how people obtain them. • Recognize that the goods one consumes are produced in a variety of locations. • Describe how individuals, family, school and government contribute to a community. • Analyze the need for interpersonal relationships (e.g., family, friends, social organizations). • Identify and use key words and concepts when searching within information sources. • Read, comprehend, evaluate information and formulate questions based on a variety of sources of information. • Listen to and distinguish between different points of view. • Illustrate appropriate problem solving skills with others. • Work collaboratively to develop and justify classroom rules that ensure fair treatment. • Interpret information from pictures, graphs and charts. 		<p>Charts: Defining Scarcity and Choice, Identifying Producers and Consumers</p> <p>Nonfiction reference text</p>
--	--	---	--	---

	<p>3.1 Students will be able to use evidence to identify, analyze and evaluate historical interpretations.</p> <p>3.2 Students will analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p> <p>3.3 Students will be able to apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluation solution to contemporary problems.</p>	<ul style="list-style-type: none">• Write to describe one’s personal experiences as they relate to social studies topics.• Participate in group discussions of past or present events, people and/or places.• Describe different points of view of an event.		
--	--	--	--	--

<p>UNIT TWO:</p> <p>Our Physical World</p> <p>9 weeks</p>	<p>Standard 1--Content Knowledge</p> <p>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>1.4 Students will demonstrate an understanding of geographical space and place.</p> <p>1.5 Students will describe the interaction of humans and the environment.</p> <p>1.6 Students will describe patterns of human movement across time and place.</p> <p>Standard 2--History/Social Studies Literacy</p> <p>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</p>	<ul style="list-style-type: none"> • Determine the differences between a map and a globe. • Compare and contrast a variety of maps. • Explain the purpose of map features including symbols, map key, color, lines, patterns, scale and topographical features. • Define geography and climate. • Synthesize information on a map to make an intelligent hypothesis about the relationship between geographic locale and climate. • Describe how Earth-sun relationships shape climate and vegetation patterns. • Compare and contrast the geographical and climactic features of continents and draw conclusions about how they affect the way in which people live. • Identify and locate the following on a map or globe: the continents, oceans, the United States, Connecticut, Litchfield, peninsula, island, north and south poles, mountains, hemispheres, equator. 	<p>Nystrom Map Test (written assessment)</p> <p>Teacher evaluation of student participation during discussion</p>	<p>Globe, Atlas, pull-down maps, topographical maps, compass rose</p> <p>Nystrom worksheets</p> <p>Google Earth</p> <p>BRAINPOP, JR movies: “Continents and Oceans”, “Reading Maps”, “Map Skills”, “Continents of the World”, “North Pole/South Pole”</p> <p>Literature: <u>Me On The Map</u>, <u>Out in Space</u>, <u>Children Around the World</u></p> <p>Booklet: “Discovering Where I Live”</p> <p>T-Chart: Man Made vs. Natural Features</p>
--	--	---	---	---

	<p>2.2 Students will be able to interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.3 Students will create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.</p> <p>2.4 Students will demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p>	<ul style="list-style-type: none"> • Recognize a compass rose and name the four cardinal directions. • Use direction (left/right) and position words (near/far, under/over, next to, beneath) to describe relative location. • Draw, label and color a map. • Interpret information from pictures, graphs and charts. • Identify and explain basic symbols on the map (e.g., cardinal directions, compass rose and key). • Create simple representations (e.g., maps, dioramas, models) of human and natural features in one's immediate environment. • Identify the physical changes humans have made in one's town or neighborhood and how they affect the environment. • Explain the difference between man-made and natural geographic features. • Observe weather changes and examine how these affect people lives. 		<p>Posters: Map Symbols Map Keys</p> <p>The Weather Graph</p>
--	--	--	--	---

		<ul style="list-style-type: none">• Locate on a map the country (countries) of origin of their ancestors and describe the major geographic features of that country.• Describe where (town, state, country) members of one's extended family live.• Examine the geographic movement of one's extended family.• Use a T chart to compare and contrast information.• Work in cooperative groups to design and develop a pictorial representation of a place.• Use a variety of resources to acquire, organize and present information using print or technology.• Write to describe one's personal experiences as they relate to social studies topics.• Participate in group discussions of past or present events, people and/or places.		
--	--	---	--	--

<p>UNIT THREE:</p> <p>Families Near and Far</p> <p>9 weeks</p>	<p>Standard 1--Content Knowledge</p> <p>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>1.1 Students will demonstrate and understanding of significant events and themes in United States History.</p> <p>1.2 Students will describe the importance of significant events in local and Connecticut history and their connection to United States history.</p> <p>1.3 Students will demonstrate an understanding of significant events and themes in world history and international studies.</p> <p>Standard 2--History/Social Studies Literacy</p> <p>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</p>	<ul style="list-style-type: none"> • Explain the significance of historical figures and/or history-related holidays (e.g., Presidents Day, Memorial Day, Veterans Day). • Examine Native American culture through books and art. • Identify culture as a set of values and behaviors that characterize a group of people. • Discuss ways in which the diversity of people is revealed through gender, age race, language, religion, culture, physical traits, talents and interests. • Explore the ideas of diversity and pluralism within their classroom, school, local community and state. • Compare and contrast family activities in various cultures. • Identify and share some traditions, customs, values and the language spoken by their ancestors. • Explore the special holidays and customs that different cultures celebrate. • Compare and contrast personal and peer experiences to the lives and experiences of people in different generations as it relates to specific topics. 	<p>Heritage Project, Rubric Scored</p> <p>Self-Assessment of Heritage Project</p> <p>Teacher evaluation of student participation during discussion</p>	<p>BRAINPOP, JR movies: "Holidays"</p> <p>Realia from the country of the student's ancestors</p> <p>Posters: Identifying Culture, Diversity and Pluralism, How To Give An Oral Presentation, How To Be A Critical Listener</p> <p>Literature: <u>Holidays Around the World</u>, <u>Celebrate</u> A variety of library books, each about countries from different continents</p> <p>Nonfiction video: used to practice note-taking skills</p>
---	--	--	--	--

	<p>2.1 Students will access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.2 Students will interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.3 Students will create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.</p> <p>2.4 Students will demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p>	<ul style="list-style-type: none"> • Analyze how one’s own cultural heritage (e.g., holiday celebrations, dress and customs) has changed over time. • Develop and use simple note-taking skills. • Access and record information from a variety of nonfiction sources. • Follow guidelines for good presentation skills to share a process or product. • Self-assess a performance or final product using a rubric. • Access and gather information from non-print materials with teacher support (e.g., artifacts, guest speakers, technology). • Gather information from listening to and reading nonfiction texts. • Interpret information from pictures, graphs and charts. • Write to describe one’s personal experiences as they relate to social studies topics. • Participate in group discussions of past or present events, people and/or places. 		<p>Variety of graphic organizers to record information gathered from text</p> <p>Field Trip: Litchfield Historical Society</p>
--	---	---	--	--