

Worth County Primary School

First Grade Social Studies Curriculum Map

2016-2017

First 9-weeks	Second 9-weeks	Third 9-weeks	Fourth 9-weeks
<p>SS1G2. The student will identify and locate his/her city, county, state, nation, and continent on a simple map or globe. Map and Globe Skills: Use cardinal directions (needs to be taught to mastery); use intermediate directions (introduced in first grade, mastered in second grade)</p> <p>SS1G3. The student will locate major topographical features of the earth's surface.</p> <p>a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia</p> <p>b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian</p> <p>c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).</p>	<p>SS1H1. The student will read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made by these figures: Benjamin Franklin (inventor, author, statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration)</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation)</p> <p><i>SS1G1. The student will describe the cultural and geographic systems associated with the cultural figures in SS1H1a.</i></p> <p><i>SS1CG1. The students will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.</i></p> <p>SS1H2. The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include Johnny Appleseed, Annie Oakley, John Henry, Davy Crockett, and Paul Bunyan.</p>	<p>SS1H1. The student will read about and describe the life of historical figures in American history.</p> <p>a. Identify the contributions made by these figures: Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science)</p> <p>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation)</p> <p><i>SS1G1. The student will describe the cultural and geographic systems associated with the cultural figures in SS1H1a.</i></p> <p><i>SS1CG1. The students will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.</i></p> <p>SS1CG2. The student will describe the meaning to the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful.</p> <p>SS1E1. The student will identify goods that people make and services that people make and services that people provide for each other.</p> <p>SS1E2. The student will explain that people have to make choices about goods and services because of scarcity.</p> <p>SS1E3. The student will describe how people are both producers and consumers.</p> <p>SS1E4. The student will describe the costs and benefits of personal spending and saving choices.</p>	<p>Show What You Know (Review, Reteach, Reassess, Challenge)</p>

(These skills were introduced in kindergarten are developed – not mastered – in first grade)

1. Compare similarities and differences (mastered in second grade)
2. Organize items chronologically (developed in second grade, mastered in third)
3. Identify issues and/or problems and alternative solutions (developed in second, third, and fourth grade, mastered in fifth)
4. Distinguish between fact and opinion (mastered in third grade)
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context (mastered in fourth grade)
6. Identify and use primary and secondary sources (mastered in fourth grade)
7. Interpret timelines (mastered in fourth grade)