

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 1/Weeks 1 - 3			
Topic: GOVERNMENT			
EQ: Why do we have rules?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Government and Civics SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/ supplies) and explain why civic engagement in the community is important.</p> <p>Cultures and Societies SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals and groups at home and at school.</p>		<p>I can identify the rules within groups (school, clubs, teams).</p> <p>I can explain the purpose of having rules.</p> <p>I can explain why it is important to follow rules.</p> <p>I can give examples of ways to be a good student.</p> <p>I can give examples of ways to be helpful at home.</p> <p>I can give examples of ways to be helpful in the community.</p> <p>I can define the word cooperation.</p> <p>I can identify ways to cooperate with my classmates.</p> <p>I can define the word conflict.</p> <p>I can identify conflicts with my classmates.</p> <p>I can identify ways to solve conflicts with my classmates.</p>	<p>Rules Community Cooperation Conflict</p>

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 1/Week				
Topic: GOVERNMENT/Good Citizen at Home and School				
EQ: Why should we follow rules?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p> <p>Cultures and Societies SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals and groups at home and at school</p>	<p>“The School Bus Driver from the Black Lagoon” by Mike Thaler</p>	<p>I can identify the rules with groups (school, clubs team)</p> <p>I can explain the purpose of having rules.</p> <p>I can explain why it is important to follow rules.</p> <p>I can give examples of ways to be a good student.</p> <p>I can give examples of ways to be helpful at home.</p> <p>I can give examples of ways to be helpful in the community.</p> <p>I can define the word <i>cooperation</i>.</p> <p>I can identify ways to cooperate with my classmates.</p> <p>I can define the word <i>conflict</i>.</p> <p>I can identify conflicts with my classmates. •</p> <p>I can identify ways to solve conflicts with my classmates.</p>		

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 1/Week

Topic: GOVERNMENT/Good Citizen at Home and School

EQ: *Why should we follow rules?*

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 1/Week				
Topic: GOVERNMENT/Rights and Responsibilities				
EQ: Why are rights and responsibilities important?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>SS-EP-2.2.1 Students will identify social institutions (government, economy, education religion, family) and explain how they help the community.</p> <p>Government and Civics</p> <p>SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, • responsibility) and explain why they are important today.</p> <p>SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services that local governments provide (e.g., police and fire protection, road maintenance, snow removal, garbage pick-up); and identify how they pay for these services with taxes.</p>		<p>I can identify how families and schools help the community.</p> <p>I can identify rights I have at home and at school (e.g., go to school, be safe).</p> <p>I can define <i>responsibility</i>.</p> <p>I can identify responsibilities that I have at home and at school (e.g., treat others fairly).</p> <p>I can identify the people in school responsible for enforcing the rules (e.g., principal, bus driver, teacher).</p> <p>I can explain the need for people to enforce rules in my school.</p> <p>I can identify the responsibilities of workers in my school.</p>	<p>Community Rights Responsibility Authority Enforce Law City State Leader Principal (Mrs. Resing) Assistant Principal (Mr. Jones)</p>	

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 1/Week			
Topic: CULTURE Schools Are Part of Our Community			
EQ: How is the school part of my community?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Cultures and Societies</p> <p>SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).</p> <p>SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.</p> <p>SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p>		<p>I can identify elements of culture. (art, music, dance, clothing)</p> <p>I can identify different elements of culture found in my school and local community.</p> <p>I can identify how children from different cultures are alike and different.</p> <p>I can identify ways people live together and interact in a community of many cultures (e.g., compromising, being fair, looking for ways to learn from each other, listening carefully to others' ideas).</p> <p>I can identify ways people solve problems together (e.g., compromise, cooperation, communication).</p>	<p>Community Culture Elements of Culture (art, music, dance, clothing, literature)</p>

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 1/Week			
Topic: GEOGRAPHY Classroom Mapping			
EQ: Where do I live and learn?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Geography SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.</p>		<p>I can identify items in the classroom, using a simple map.</p> <p>I can create a simple map showing where items are located in the classroom.</p> <p>I can identify the distance between items in the classroom, using simple ways, like footsteps or tile squares to measure distance.</p> <p>I can identify the location of people (e.g., I am next to Joe, Sally is in the middle of the circle.).</p>	<p>Map Globe Title Map Key Symbols Location</p>

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 2/Week 7 (October 15, 2014)

Topic: HISTORICAL PERSPECTIVE/GEOGRAPHY Christopher Columbus's Voyage

EQ: How can we use a map to follow the path of Christopher Columbus?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Geography SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location.</p> <p>SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</p>		<p>I can identify features on a map (e.g., oceans, continents). I can trace the path of Christopher Columbus.</p>	<p>Christopher Columbus Explore Discovered Continent North America Atlantic ocean Spain</p>

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 2/Week 8 – 10 (October 10 – November 24, 2014)			
Topic: HISTORICAL PERSPECTIVE The First Thanksgiving			
EQ: How do historical songs, symbols, places, and holidays help us understand our country's past?			
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary
<p>Historical Perspective</p> <p>SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</p> <p>SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community</p>		<p>I can use many sources to learn about the past</p> <p>I can identify important events (e.g., The First Thanksgiving) in our country's past.</p> <p>I can distinguish between <i>then</i> and <i>now</i>.</p> <p>I can recognize how things have changed over time.</p>	<p>Pilgrims</p> <p>Mayflower</p> <p>Native Americans</p> <p>Wampanoag</p> <p>Culture</p> <p>Holiday</p>

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 3/Weeks 14 – 18 (January 12 – March 4, 2014)

Topic: Symbols of America

EQ: How do historical songs, symbols, places, and holidays help us understand our country's past?

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Learning Target	Vocabulary
<p>Historical Perspective SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</p>		<p>I can identify patriotic songs of our country. I can identify patriotic symbols of our country (e.g. Statue of Liberty, Bald Eagle, Liberty Bell, Uncle Sam, American Flag, Mount Rushmore). I can identify historical holidays. (Martin Luther King, Jr. Day, Presidents Day).</p>	<p>Statue of Liberty Bald Eagle Liberty Bell Uncle Sam American Flag Mount Rushmore Martin Luther King, Jr. Day Presidents Day</p>

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 4 /Weeks 19, 20, 22 (Week 21 Health/Career Fair)			
Topic ECONOMICS Goods and Services/Wants and Needs			
EQ: How do goods and services meet people’s wants and needs?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Economics SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources- natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p>SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p>SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p> <p>SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).</p>		<p>I can identify and give example of a <i>want</i>.</p> <p>I can identify and give examples of a <i>need</i>.</p> <p>I can identify why people cannot have everything they want.</p> <p>I can explain the difference between <i>needs</i> and <i>wants</i>.</p> <p>I can identify and give examples of <i>goods</i>.</p> <p>I can identify and give examples of <i>services</i>.</p> <p>I can identify how people get goods and services (e.g.trade, market, money).</p>	<p>Needs Wants Goods Services Economics</p>

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 4 /Weeks 19, 20, 22 (Week 21 Health/Career Fair)

Topic ECONOMICS Goods and Services/Wants and Needs

EQ: How do goods and services meet people's wants and needs?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 5 /Weeks 23 - 25				
Topic GEOGRAPHY/The World Around Me				
EQ: What makes Kentucky a special place to live?				
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary	
<p>Geography</p> <p>SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.</p> <p>SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location.</p> <p>SS-EP-4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).</p> <p>SS-EP-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.</p> <p>SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).</p>		<p>I can identify the 7 continents.</p> <p>I can identify the United States on a Map.</p> <p>I can identify Kentucky on a map.</p> <p>I can identify state symbols, traditions and culture of Kentucky.</p>	<p>City</p> <p>State</p> <p>Country</p> <p>Continent</p> <p>Kentucky</p>	

Grade 1 Social Studies LAB Curriculum Map

Grade 1 UNIT 5 /Weeks 23 - 25			
Topic GEOGRAPHY/The World Around Me			
EQ: What makes Kentucky a special place to live?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary