

**Quarter 1**  
**Social Studies—First Grade**

**Modules:** Government and Citizenship—Rules and Responsibilities in the Classroom

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
1-2	How to behave in the classroom, bathroom and hallway	<ul style="list-style-type: none"> <li>Guidelines for Success, CHAMPS, Kelsos Choices, 2<sup>nd</sup> Step, Julia Cook books, Building created, Kagan structures (Team and Class Builders), etc.</li> <li>School acronym, school chant, routines, expectations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Experience the importance of individuals in groups in forming and carrying out classroom and school policies and rules.</li> <li>Understand patterns in classroom and school policies and rules.</li> </ul>	Teacher observation, Julia Cook teacher resource book
3-4	Why do we have rules? What is a consequence?	<ul style="list-style-type: none"> <li>Guidelines for Success, CHAMPS, Kelsos Choices, 2<sup>nd</sup> Step, Julia Cook books, Building created, Kagan structures (Team and Class Builders), etc.</li> <li>School acronym, school chant, routines, expectations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Experience the importance of individuals in groups in forming and carrying out classroom and school policies and rules.</li> <li>Understand patterns in classroom and school policies and rules.</li> </ul>	Teacher observation, Julia Cook teacher resource book

**State Standard(s)**

**1-GC-2** Know and take part in democratic processes in the classroom and school.

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
5-7	Conflict resolution and how to be a good friend	<ul style="list-style-type: none"> <li>Guidelines for Success, CHAMPS, Kelsos Choices, 2<sup>nd</sup> Step, Julia Cook books, Building created, Kagan structures (Team and Class Builders), etc.</li> <li>School acronym, school chant, routines, expectations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Experience the importance of individuals in groups in forming and carrying out classroom and school policies and rules.</li> <li>Understand patterns in classroom and school policies and rules.</li> <li>Understand appropriate ways of solving problems and resolving conflicts.</li> </ul>	Teacher observation, Julia Cook teacher resource book

**State Standard(s)**

**1-GC-2** Know and take part in democratic processes in the classroom and school. **1-GC-3** Have the knowledge and skills necessary to participate effectively as informed and responsible citizens.

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
8-9	How does sharing look?	<ul style="list-style-type: none"> <li>Guidelines for Success, CHAMPS, Kelsos Choices, 2<sup>nd</sup> Step, Julia Cook books, Kagan structures (Team and Class Builders), Building created, etc.</li> <li>School acronym, school chant, routines, expectations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Experience the importance of individuals in groups in forming and carrying out classroom and school policies and rules.</li> <li>Understand patterns in classroom and school policies and rules.</li> </ul>	Teacher observation, Julia Cook teacher resource book

**State Standard(s)**

**1-GC-2** Know and take part in democratic processes in the classroom and school.

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
10-13	Understanding classroom rules; Brainstorming rules, hopes and dreams for the classroom	<ul style="list-style-type: none"> <li>CHAMPS, Kagan Structures (for brainstorming), rules from other classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Understand the necessity and purpose of government.</li> <li>Understand the meaning of fundamental ideas including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.</li> </ul>	Teacher observation, contributions to brainstorming, responses to read alouds

**State Standard(s)**

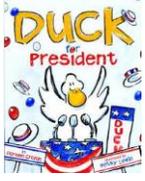
**1-GC-1** Know and understand how societies define authority, rights, and responsibilities through a governmental process.

Related read alouds: *Do Unto Otters* by Laurie Keller, *Never Spit on Your Shoes* by Denys Cazet, *Officer Buckle and Gloria* by Peggy Rathmann, *What if Everybody Did That?* by Ellen Javernick



Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
14-16	Voting on classroom rules	<ul style="list-style-type: none"> <li>CHAMPS, CKH (Social Contracts), Kelso's Choices</li> <li>Teacher Created</li> </ul>	<ul style="list-style-type: none"> <li>Identify the important characteristics of responsible citizenship.</li> <li>Demonstrate how citizens participate in the democratic process by discussing problems, building consensus, and voting on classroom and school issues.</li> <li>Understand how to establish, explain and evaluate rules.</li> </ul>	Teacher observation, contributions to brainstorming, responses to read alouds

Related Read Alouds: *Duck for President* by Doreen Cronin



Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
17	Brainstorm future community service projects	<ul style="list-style-type: none"> <li>• Kagan Structures (for brainstorming)</li> <li>• Ideas: Helping in a K or Pre-K classroom, collecting recycling, Secret Santa donation drive, food/can drive for Thanksgiving, Friendship Ambassadors on the playground, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the value of community service.</li> </ul>	Teacher observation, contributions to brainstorming

**State Standard(s)**

**1-GC-3** Have the knowledge and skills necessary to participate effectively as informed and responsible citizens.

Related Read Alouds: *The Giving Tree* by Shel Silverstein



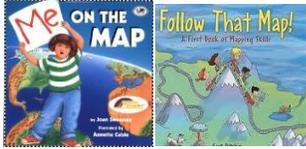
**Quarter 2  
Social Studies–First Grade**

**Modules:**

Geography–Making, Utilizing and Interpreting Maps  
Geography-School and Community

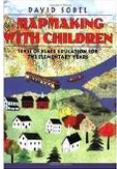
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
1-2	Using a map	<ul style="list-style-type: none"> <li>• A variety of maps: school, borough, state maps, globe. Google Maps or Google Earth Promethean Planet Flipcharts: <a href="#">All About Maps Guided Practice</a> and <a href="#">All About Maps Skills Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• Understand maps can be used to locate places.</li> </ul>	Teacher observation, Assessment on Flipchart,

Related Read Alouds: *Me on the Map* by Joan Sweeney, *Follow That Map!* by Scot Ritchie



Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
3-4	Making a map (Classroom, playground or school)	<ul style="list-style-type: none"> <li><a href="#">Interactive Notebook</a></li> <li><a href="#">National Geographic Map Making Lessons</a></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to create a map.</li> </ul>	Accuracy of created map, included requirements.

Teacher Resource: *Mapmaking with Children* by David Sobel



Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
5	How maps change over time	<ul style="list-style-type: none"> <li>Variety of maps that show changes (i.e. classroom seating charts)</li> <li>Teacher Created, Ideas: thinking about how their house changes overtime (moving or getting new furniture, changing bedrooms, adding a treehouse or rope swing)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how and why maps change over time.</li> </ul>	Articulating differences in two maps that show the same area.

**State Standard(s)**

**1-G-1** Make and use maps and graphs to gather, analyze, and report spatial information.

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
6-7	Compare and contrast geographic areas	<ul style="list-style-type: none"> <li>Google maps</li> <li>Pictures of areas defined by different landforms (Valley surrounded by mountains, island, peninsulas)</li> </ul>	<ul style="list-style-type: none"> <li>Understand that places have distinctive geographic characteristics.</li> </ul>	Venn Diagram of multiple pictures.
8-9	All about our school (Inside)	<ul style="list-style-type: none"> <li>School walk through, virtual school tour</li> <li>Teacher Created: Pictures of different parts of the school, employees that work there.</li> <li>Ideas: Why is the kitchen next to the gym, why is the office by the front door, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Classify how places are built, identified, named, and characterized.</li> </ul>	Picture sort–match pictures of places, staff that work in those places and explain their answers

10	All about our school (Outside)	<ul style="list-style-type: none"> <li>School walk about, Google Map or aerial photo of school area</li> <li>Teacher created: Checklist for kids to use while walking about the school, looking for physical features (property lines, trails, roads, parking areas, playground features).</li> </ul>	<ul style="list-style-type: none"> <li>Identify a school as a distinct area defined by one or more physical features.</li> </ul>	Teacher observation of notes, participation
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**State Standard(s)**

**1-G-2** Utilize, analyze, and explain information about the human and physical features of places.

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
11-12	Jobs in our school	<ul style="list-style-type: none"> <li>Guest speakers (i.e. principal, nurse, custodian, nutrition services, etc.)</li> <li>List of staff and different jobs at school, pictures Students create interview questions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the need for people to exchange goods, services, and ideas.</li> </ul>	Write facts about a guest speaker–what do they do, why is their job important in our school, draw a picture to illustrate.
13-14	Receiving Goods and Materials at Our School	<ul style="list-style-type: none"> <li>Field trip opportunity: Nutrition services in Palmer Guest Speakers (i.e. O&amp;M, transportation, IT, etc.)</li> <li>Teacher created</li> </ul>	<ul style="list-style-type: none"> <li>Understand how and why human networks, including networks for communications and for transportation of people and goods, are linked.</li> </ul>	Reflection of field trip, thank you letters, write facts about a guest speaker–what do they do, why is their job important to our school, draw a picture to illustrate.
15	How Do We Get To School	<ul style="list-style-type: none"> <li>Transportation then and now graph</li> <li><a href="#">Transportation Graph</a></li> <li>Teacher created: Send home questionnaire to families–how did adults in the family travel to school, Classroom and individual graphs to represent data.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how changes in technology, transportation, and communication impact the school.</li> </ul>	Completion of graph and accuracy in interpreting data.

**State Standard(s)**

**1-G-3** Interpret spatial characteristics of human systems, including migration, movement, and economic activities.

**Quarter 3**  
**Social Studies–First Grade**

**Modules:** Government and Citizenship—Rules and Responsibilities in the Classroom  
History—Effect of History in Our Lives and the Impact We Make

Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
1-5	CHAMPS Review and Conflict Resolution	<ul style="list-style-type: none"> <li>Teacher created templates for classroom books, review of CHAMPS, CKH (social contracts), school rules, Kagan Structures (Team and Class Builders)</li> </ul>	<ul style="list-style-type: none"> <li>Experience the importance of individuals in groups in forming and carrying out classroom and school policies and rules.</li> <li>Understand patterns in classroom and school policies and rules.</li> <li>Understand appropriate ways of solving problems and resolving conflicts.</li> </ul>	Responses to Read Aloud, Julia Cook Resource Books, Participation in making classroom books.

**State Standard(s)**

**1-GC-2** Know and take part in democratic processes in the classroom and school. **1-GC-3** Have the knowledge and skills necessary to participate effectively as informed and responsible citizens.

Julia Cook Books: *But It's Not My Fault*, *I Can't Believe You Said That*, *Bully B.E.A.N.S.*, *Well, I Can Top That*, *Peer Pressure Gauge*, *Soda Pop Head*, *Personal Space Camp*, etc.



Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
6-10	Cultural feast	<ul style="list-style-type: none"> <li>Day 1: Explain feast, send letter home to families Days 2-3: Learn about different cultures in the classroom Day 4: Feast Day 5: Reflect</li> <li>Teacher created letter, pictures of different cultural foods and/or read aloud about different cultures and their food traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand they are an important part of history.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection piece about what their favorite food was and one thing they learned about that culture.</li> <li>Written explanation of cultural food brought in (croissants, because grandmother</li> </ul>

				immigrated from France).
<b>State Standard(s)</b>				
<b>1-H-4</b> Integrate historical knowledge with historical skill to participate as a citizen and lifelong learner.				
<b>Day(s)</b>	<b>Lesson</b>	<b>Suggested Resources/Materials</b>	<b>Objective(s)</b>	<b>Assessment(s)</b>
11-12	Cultural celebrations	<ul style="list-style-type: none"> <li>Teacher researches origins of cultural celebrations represented in the classroom.</li> <li>Teacher created letter, pictures or videos of different cultural celebrations and/or read aloud about different cultures and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Express historical understanding as both relevant and valuable in their life and for participating in the classroom and school community.</li> </ul>	<ul style="list-style-type: none"> <li>Written explanation of cultural celebration shared.</li> </ul>
<b>State Standard(s)</b>				
<b>1-H-2</b> Know historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.				
<b>Day(s)</b>	<b>Lesson</b>	<b>Suggested Resources/Materials</b>	<b>Objective(s)</b>	<b>Assessment(s)</b>
13-15	Personal positions	<ul style="list-style-type: none"> <li>Brainstorm classroom issue and kids brainstorm many different solutions</li> <li>Teacher/Class Created Ideas: School uniforms, hot lunches, specials schedules, recess, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize each citizen has a valuable personal position on issues.</li> </ul>	<ul style="list-style-type: none"> <li>Team or classroom presentation.</li> <li>Compare and contrast two different opinions.</li> </ul>
<b>State Standard(s)</b>				
<b>1-H-4</b> Integrate historical knowledge with historical skill to participate as a citizen and lifelong learner.				
<b>Quarter 4</b>				
<b>Social Studies–First Grade</b>				
<b>Modules:</b> History–Celebrating Our Classroom History				
<b>Day(s)</b>	<b>Lesson</b>	<b>Suggested Resources/Materials</b>	<b>Objective(s)</b>	<b>Assessment(s)</b>
1-5	Classroom timeline	<ul style="list-style-type: none"> <li>Students sort pictures to put a timeline in order</li> <li>Photos collected over the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Classify significant ideas, people and events within a time sequence.</li> <li>Understand history relies on the interpretation of evidence.</li> <li>Understand history is a narrative told in many voices and expresses various perspectives of historical experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Participation, reflections of different events on the classroom timeline.</li> </ul>

State Standard(s)				
<b>1-H-1</b> Know that history is a record of human experiences that links the past to the present and the future.				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
6-8	Primary and secondary resources	<ul style="list-style-type: none"> <li>Administrator, librarian, retired teachers as guest speakers</li> <li>Gather old year books, staff pictures, school maps of classroom (think about additions to school like playground equipment, art, portables, trails, mottos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a variety of primary and secondary resources: letters, diaries, maps, art, etc.</li> </ul>	Participation
State Standard(s)				
<b>1-H-3</b> Develop skills and processes of historical inquiry.				
Day(s)	Lesson	Suggested Resources/Materials	Objective(s)	Assessment(s)
9-10	School History Interview	<ul style="list-style-type: none"> <li>Interview veteran school staff member about changes that have occurred at the school over the years.</li> <li>Teacher/Class created interview questions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand history is a narrative told in many voices and expresses various perspectives of historical experiences.</li> </ul>	Interview questions, participation
State Standard(s)				
<b>1-H-1</b> Know that history is a record of human experiences that links the past to the present and the future.				