

ELEMENTARY SOCIAL STUDIES CURRICULUM

First Grade

Revised July, 2012

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First Grade Curriculum

This curriculum is based upon the Next Generation Sunshine State Standards for Social Studies. First grade Social Studies instruction should fully instruct students on the benchmarks contained in this document. A minimum of 90 minutes per week should be spent in social studies instruction. It is important to integrate Social Studies reading into the 90 minute Reading block whenever possible to assure that students are able to read and comprehend Social Studies text.

Documentation:

Teachers should document when instruction is provided on the benchmarks. Documentation should be noted on the Social Studies Curriculum Map, which is located on pages 3-5 of this document. Dates noted must correspond to lessons in the lesson plan book indicating specific instruction provided.

Major Tool of Instruction:

The major tool of instruction provided to all teachers is the Houghton Mifflin –School and Family text. This text may and should be supplemented with non-fiction and literacy texts that support the students’ understanding of the benchmarks. Such books are noted at point of use throughout the curriculum. It is critical that teachers require that students access the text in order to build content-area reading skills. Other resources may be incorporated to insure that all students achieve mastery of the required benchmarks.

Primary Sources:

Please see the Scope and Sequence of the introduction of primary sources at the end of this document (page 29).

Organization of the Document:

This document is organized into quarters, which consist of one or more units. Each unit has multiple lessons, which may last one or more sessions. At the end of each unit is a Model Lesson or a Unit Assessment that the teacher may use for planning purposes. On pages 3- 5 of this document is a Curriculum Map, which provides an overview of all benchmarks as they are presented for instruction.

Other Resources:

- www.floridastandards.org
- www.flrea.org
- ELA Common Core Connections – page 26
- Brief Article on Thomas Jefferson – page 27
- Page 29 – Scope and Sequence of the Introduction to Primary Sources
- Page 29 – Scope and Sequence of Activities for Constitution Day

FS 1003.421. Recitation of the Declaration of Independence

- (1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
- (2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
- (3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
- (4) Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.

Wakulla County Schools
Grade 1 – Social Studies Curriculum Map

UNIT 1: CIVICS			
Benchmark #	Benchmark	Content Focus	Vocabulary
*SS.1.A.1.1	Develop an understanding of a primary source. Remark/Examples: Examples are pictures, letters, audio/video recordings and artifacts.	<ul style="list-style-type: none"> • Primary Source • Government • Conflict Resolution 	<ul style="list-style-type: none"> • Primary source • Research • Rules • Laws • Authority • Enforce • Power • Community • Bullying • Rights • Responsibilities • Citizenship • Fair • Resolution • Conflict
*SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic. Remark/Examples: Examples of sources are technology, video recordings and books.		
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community. Remarks/Examples: Examples are keeping order and ensuring safety.		
SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. Remarks/Examples: Examples are principals, teachers, parents, government leader and police.		
SS.1.C.1.3	Give examples of the use of power without authority in the school and community. Remarks/Examples: Examples are bullying, stealing and peer pressure.		
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community Remarks/Examples: Examples are not littering, coming to school on time, and having a safe learning environment.		
SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community. Remarks/Examples: Examples are follow rules, care about the environment and respect others.		
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community. Remarks/Examples: Examples are responsible decision making, classroom jobs, and school service projects.		
SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways. Remarks/Examples: Examples are talking about problems, role playing, listening and sharing.		

UNIT 2: ECONOMICS			
Benchmark #	Benchmark	Content Focus	Vocabulary
*SS.1.A.1.1	Develop an understanding of a primary source.	<ul style="list-style-type: none"> • Opportunity costs • Goods and services • Buyers and sellers • Producers/ consumers • Scarcity • Supply/ demand 	<ul style="list-style-type: none"> • Opportunity cost • Goods • Services • Money/ currency • Exchange • trade • Buyer • Seller • Producer • Consumer • Saving • Purchase • Future • Scarce/scarcity • Resource • Choices • Banks/banking
*SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.		
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services. Remarks/Examples: An example is coins/bills versus bartering or trading.		
SS.1.E.1.2	Define opportunity costs as giving up one thing for another. Remarks/Examples: Examples are giving up television to do homework and buying candy versus saving for later purchases.		
SS.1.E.1.3	Distinguish between examples of goods and services. Remarks/Examples: Examples are goods: hamburger; Services: sweeping the floor		
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.		
SS.1.E.1.5	Recognize the importance of saving money for future purchases.		
SS.1.E.1.6	Identify that people need to make choices because of scarce resources. Remarks/Examples: Examples are not enough time to do all activities or not enough red crayons.		

UNIT 3: AMERICAN HISTORY

Benchmark #	Benchmark	Content Focus	Vocabulary
*SS.1.A.1.1	Develop an understanding of a primary source. Remark/Examples: Examples are pictures, letters, audio/video recordings and artifacts.	<ul style="list-style-type: none"> • History • National Holidays and Symbols • Timeline • Character Ideals • Celebrate Freedom Week • Sequence • Chronology • Historical topics 	<ul style="list-style-type: none"> • History • Compare • Past • Celebration • Holiday • National • Honor • Heroism • Nation • Heritage • Timeline • Days • Weeks • Months • Sequence • Now • Then • Future • Symbol • Represent • American • Fact/fiction
*SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic. Remark/Examples: Examples of sources are technology, video recordings and books.		
SS.1.A.2.1	Understand that history tells the story of people and events of other times and places.		
SS.1.A.2.2	Compare life now with life in the past. Remarks/Examples: Examples to compare are school, families, work, community life.		
*SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation’s ethnic heritage. Remarks/Examples: Examples are Veteran’s Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents Day, Memorial Day and Independence Day.		
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. Remarks/Examples: Examples are Presidents, war veterans, community members and leaders.		
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials. Remarks/Examples: Examples are tall tales, fables and non-fiction text.		
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community. Remarks/Examples: Examples are days, weeks, months and years.		
SS.1.A.3.2	Create a timeline based on the student’s life or school events, using primary sources. Remarks/Examples: Examples of sources are photographs, birth certificates, report cards and diaries.		
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy. Remarks/Examples: Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.		

UNIT 4: GEOGRAPHY			
Benchmark #	Benchmark	Content Focus	Vocabulary
*SS.1.A.1.1	Develop an understanding of a primary source.	<ul style="list-style-type: none"> • Physical Map • Political/cultural map • Map elements • Cardinal directions • Physical features • Maps and globes • Community • Location • Physical Environment 	<ul style="list-style-type: none"> • Map <ul style="list-style-type: none"> ○ Political ○ Physical • /cultural • Globe • North • South • East west • Atlantic Ocean • Gulf of Mexico • Florida • Weather • Hurricane • Direction • Shelter • Environment • Community • Compass rose • Key/legend • Physical features • Location
*SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.		
*SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida. Remarks/Examples: Examples are Tallahassee, student’s hometown, Lake Okeechobee, Florida Keys, and the Everglades.		
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.		
*SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols. Remarks/Examples: Examples are map of bedroom, classroom or route to school.		
SS.1.G.1.4	Identify a variety of physical features using a map and globe. Remarks/Examples: Examples are oceans, peninsulas, lakes, rivers, swamps and gulfs.		
SS.1.G.1.5	Locate on maps and globes the student’s local community, the state of Florida, the Atlantic Ocean, <i>the United States of America</i> , and the Gulf of Mexico.		
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community. Remarks/Examples: Examples are effects on their food, clothing, shelter, transportation and recreation.		

*benchmarks are revisited throughout the year.

Wakulla County Schools
Social Studies Grade 1
Unit 1: Civics

Key Learning: Following rules and procedures, doing our work, and taking care of our school is a part of our responsibility as a good citizen.

Unit Essential Question
 How do rules and laws keep us safe from danger and maintain peace in our community?

Concept	Concept	Concept	Concept
Rules and Laws SS.1.C.1.1	Authority and Power SS.1.C.1.2; SS.1.C.1.3; *SS.1.A.1.1	Responsibility and Participation SS.1.C.2.1; SS.1.C.2.2; SS.1.C.2.3	Conflict Resolution SS.1.C.3.1
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> ❖ What are rules and laws? ❖ How do rules and laws keep us safe? ❖ Why are rules and laws needed to maintain peace in our communities? 	<ul style="list-style-type: none"> ❖ Who are the people who have authority to make and enforce rules and laws? ❖ How is power used in our school and in our community by people who have no authority? 	<ul style="list-style-type: none"> ❖ What responsibilities do I have at school? ❖ How can I be a good citizen of my school? 	<ul style="list-style-type: none"> ❖ How do people make decisions? ❖ How do people resolve conflicts? ❖ What is justice? ❖ How is justice administered fairly?
Concept Assessment	Concept Assessment	Concept Assessment	Concept Assessment
Create a rule for the classroom and justify the rule and how it will be enforced. Create a rule for the school and justify the rule and how it will be enforced.	Create a flow chart of school authority.	Create a "Good Citizen" poster that identifies the characteristics of a good citizen.	Students role-play several scenarios of conflicts being resolved. (e.g., person disputes, arguments, fights, etc.) OR Students brainstorm a list of logical consequences for infractions of classroom rules.

Instructional Suggestions	Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> • Create class rules together. <ul style="list-style-type: none"> ○ Decide as group what rules are needed to maintain a safe and productive environment. ○ Guide students into categorizing rules into four general areas: 1) our responsibilities to ourselves; 2) our responsibilities to others; 3) our responsibilities with our own things; 4) our responsibilities with other people’s things. 	<ul style="list-style-type: none"> • Brainstorm a list of questions with the class to ask the principal, assistant principal, and/or safety officer about their roles in making and enforcing rules and laws. • Invite principal, assistant principal and/or safety officer to be interviewed by the class using questions generated by class. (Primary Source) 	<ul style="list-style-type: none"> • Students discuss and answer the following questions: 1) What does it mean to be a good citizen? 2) In what ways are you a good citizen? 3) What things could you do better to be a better citizen? • As a class, develop a list of the qualities a good citizen should practice. • Read *<u>Chrysanthemum</u>. Discuss how bullying is portrayed in the story. How is bullying an inappropriate use of authority? <ul style="list-style-type: none"> ○ Role play appropriate ways to handle bullying. ○ Write about a time when they were hurt by teasing. 	<ul style="list-style-type: none"> • Choose a favorite children’s story, such as a fairytale, to illustrate how characters make decisions and consequences that resolve from those decisions. Use as a springboard to discuss making alternative decisions. • Connect two or more characters from <i>Storytown</i> or from <i>the District Reading List</i> and use as a basis for discussion of conflict and possible ways to solve the problems. • Explore the concept of fairness and how there are different ways fairness is administered in a just way.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Rules, Laws, Community	Power, Authority, Enforce	Rights, Responsibilities, Duty, Bullying, Citizenship	Conflict, Resolution, Fair/fairness
Associated Literature	Associated Literature	Associated Literature	Associated Literature
<u>Kevin Knows the Rules: Introduction to Classroom Rules</u> – Molly Dowd	<u>Back to School Rotten Ralph</u> – Gantos <u>Ally Cat Takes Over First Grade</u> - Leroe	<u>Election Day</u> – McNamara <u>Grace for President</u> – DiPucchio	<u>And to Think we Thought that We’d Never Be Friends</u> - Hobberman
Unit Required Activity	Create a class book entitled, “Being a Good Citizen” as a class project to include sections on rules and laws, people who have authority to make and enforce rules and laws, and being responsible and resolving conflicts. This could be student dictated, computer generated and student illustrated. Consider having a publishing party and inviting the principal, assistant principal, and/or resource officer and parents to share in the unit projects.		
Cross Curricular Connections	Health – Stranger Danger Cybersafety – Important Rules to Follow on the Internet		
Resources	http://bensguide.gpo.gov/k-2/neighborhood/index.html http://www.educationworld.com/a_lesson/lesson/lesson274.shtml http://www.beaconlearningcenter.com/Lessons/1012.htm (lesson plan with Great White Man-Eating Shark by Margaret Mahy.)		

MODEL LESSON		
Benchmarks:		SS.1.C.1.1
BEFORE	Lesson Essential Question	<ul style="list-style-type: none"> ❖ What are rules and laws? ❖ How do rules and laws keep us safe? ❖ Why are rules and laws needed to maintain peace in our communities?
	Activating Prior Knowledge	<p>Play a game that has no rules with the class. For example tell children that they will earn points but don't explain how. Children could pass an object and the Teacher will award points for anything he or she chooses and that will be considered "unfair" and arbitrary by the students. As children begin to object, "That's not fair!" Stop and discuss why rules are important.</p>
	Previewing Vocabulary	Rules, Laws, Community, Constitution
DURING	Gradual Release of Responsibility <ul style="list-style-type: none"> ✍ Focus Lesson ✍ Guided Instruction ✍ Collaborative Learning ✍ Independent Practice 	<ol style="list-style-type: none"> 1. Teacher creates a T-chart/ I-chart with headings "Looks Like" and "Sounds Like" before lesson begins. 2. Teacher has students turn to partner/buddy and explain why rules were needed for a successful game. 3. Teacher selects 3-4 students to share out to whole class. Look for comments such as, "When you do not know what to do, the game is not fun or fair." or "Rules tell you what you can and cannot do to win." 4. Teacher develops a definition of the word "rule" with the class. Provide examples of rules that are important to have the classroom run smoothly. Such as, Take turns, Raise Hand, Hands are for helping not for hurting, etc. Teacher adds to chart descriptions of what each rule "Looks Like" and "Sounds Like" in words, pictures or both. 5. Have pairs of students demonstrate examples and non-examples of each rule. <ul style="list-style-type: none"> • Check point 1: What are rules and laws? 6. Teacher asks students to discuss in pairs why we have rules in school. 7. Class develops a plan, such as a contract/constitution/agreement for having rules in the classroom. Discuss why rules are important, looking for answers such as "They keep us safe" and "They help us learn." <ul style="list-style-type: none"> • Check point 2: How do rules and laws keep us safe? <p style="text-align: center;">Checking for Understanding Check point 1: What are rules and laws? Check point 2: How do rules and laws keep us safe?</p>
		AFTER

	<p>responsibilities to others; 3) our responsibilities with our own things; 4) our responsibilities with other people's things.</p> <ul style="list-style-type: none"> • Teacher explains that rules are something we follow because we agree upon them while laws are rules that everyone must follow whether they agree or not. • Have students independently or in groups create a law and explain why it should be law. Students will create a list of rules to review if needed or to help new students coming into classroom.
Assignment:	<p>Students are charged with discussing home rules and why they have them with their families. Students will come back the following day and share in small group. Whole group will then create a compare and contrast home rules to class rules.</p>
Assessment:	<p>Teacher evaluates how students cope with the classroom rules and re-teaches if and when necessary.</p> <p>The following could be a "first step" towards creating the Unit Assessment. Students use technology to may capture rules about the following:</p> <ol style="list-style-type: none"> 1) Classroom rules 2) Computer rules 3) Classroom procedures/policies <p style="text-align: right;">Community/home rules</p>
Re-Teaching Focus and Strategy <i>(if necessary)</i>	<p>http://www.beaconlearningcenter.com/Lessons/1012.htm (lesson plan with Great White Man-Eating Shark by Margaret Mahy.)</p>
Materials	<p>Chart paper, markers, internet, materials for activating game,</p>
Accommodations	

UNIT REQUIRED ACTIVITY

Create a class book entitled, “Being a Good Citizen” as a class project to include sections on rules and laws, people who have authority to make and enforce rules and laws, and being responsible and resolving conflicts. This could be student dictated, computer generated and student illustrated.

Benchmarks:

SS.1.C.1.1, SS.1.C.1.2, SS.1.C.1.3, SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.3, SS.1.C.3.1

Teacher’s Notes

1. The purpose of this unit is to have students create a reference book for the classroom library that demonstrates an understanding of the characteristic of good citizenship.
2. Using the class rules chart, the authority flow chart, the “Good Citizen” posters, and the “role playing” experience the class will create a chart of topics to include in the class book entitled, “Being a Good Citizen” or similar title.
3. Teacher assigns topics from the chart to individuals, pairs, or small groups.
4. Teacher may type text on the pages and have students illustrate or write text on sticky notes so students may copy text and then produce illustrated pages on their own.
5. One student, pair, or groups should be tasked with creating a cover for the book.
6. Teacher helps student assemble pages of the book and binds book in some way.
7. The class celebrates with a publishing party inviting guests such as administration, community members, parents, etc.
8. Book will be a living document that should be referred to throughout the school year in class library. Teacher could make copies of book for each student so that they can read at home.

Resources

Adaptations

- Students who need support should be provided a peer to work with and teacher may scaffold further by providing partially completed pages for the student to complete the task.
- Language Learners can be supported during this task by emphasizing the connection between illustrations and unit vocabulary. Students may also be given the opportunity to select illustrations, photos from magazines and other media.

Advanced

Students will be given opportunity to create their own book either by themselves or with a partner. Students will share finished product with class.

RUBRIC

Scoring Rubric. Discuss the following rubric with students so they know what is expected when product (assigned portion of class book) is completed.

4 POINTS

Student makes an attempt at completing assignment by completing illustration and writing text.

3 POINTS

Student makes an attempt at completing assignment by attempting to complete illustration and attempting to write text.

2 POINTS

Student makes an attempt at completing assignment by either attempting to complete illustration or attempting to write text.

1 POINT

Students attempts to complete assignment but is unable to finish.

0 POINTS c

Student does not attempt task.

Wakulla County Schools
Social Studies Grade 1
Unit 2: Economics

Key Learning Money earned by producing goods or selling services may be saved or used to buy goods and services.

Unit Essential Question
 How can money be saved and/or used to buy goods and services?

Concept	Concept
Goods and Services, Buyers and Sellers SS.1.A.1.1; SS.1.A.1.2; SS.1.E.1.3; SS.1.E.1.4; SS.1.E.1.1	Money: Saving and Spending SS.1.E.1.2; SS.1.E.1.6; SS.1.E.1.5
Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> ❖ What is the difference between a good and a service? ❖ What is the difference between a buyer and a seller of goods and/or services? ❖ How is money used to conduct business between buyers and sellers? ❖ How are “producers” different from “consumers”? ❖ How are goods produced and transported to Wakulla County? 	<ul style="list-style-type: none"> ❖ Why would someone choose to give up one thing in order to get another? ❖ Why are some resources scarce? ❖ What choices have to be made when goods or services are scarce? ❖ How can saving money help you obtain things you want? ❖ How can a bank help us save money?
Content Assessment	Content Assessment
Complete a chart matching buyers and sellers to goods and services. Using pictures, classify as “producers” or “consumers.”	Students will create a supply list and spend a limited budget for an imaginary or real event. Student explanation should demonstrate an understanding of opportunity cost and scarcity.
Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> • Model buying and selling objects created by students in a 	<ul style="list-style-type: none"> • Using advertisements from local stores the students work in

<p>classroom. –Class store</p> <ul style="list-style-type: none"> • Create a chart of goods and services that are important in the students’ lives. • Sort goods and services according to needs and wants (Needs and Wants are taught in Kindergarten). • Match Community Helpers to the services they provide. • Primary Source: Ask a business person to talk class about what he/she produces. Example: cabinet maker, farmer, fisherman, store owner, etc. 	<p>cooperative groups to create a supply list for a given task (e.g., class party) with a limited budget.</p> <ul style="list-style-type: none"> • Groups then present their list to the class with explanation of their budget and justifications for their purchases. • Resources links below provide several avenues for obtaining free materials for teaching this unit.
Vocabulary	Vocabulary
<p>Goods, Services, Buyer, Seller, Money (coin, bill), Exchange, Trade, Producer, Consumer, Resource, Purchase,</p>	<p>Scarce, opportunity cost, Saving, Bank, Banking, Choices</p>
Associated Literature	Associated Literature
<p><u>What Do We Buy? (about goods and services)</u> – Nelson <u>Class Makes Money (2-much)</u> – Vegas <u>Who’s Buying? Who’s Selling?</u> – Larson</p>	<p><u>The Lorax</u> – Dr. Seuss <u>Alexander Who Used to be Rich Last Sunday</u> – Viorst <u>Spending and Saving</u> – Hill <u>Do I Need It? Or Do I Want It?</u> - Larson</p>
.Cross-Curricular Connections	
<p style="text-align: center;">Language Arts/Reading: LACC.1.RI.1.1: Ask and answer questions about key details in a text. LACC.1.RI.1.2: Identify the main topic and retell key details of a text. LACC.1.RI.4.10: With prompting and support, read informational texts appropriately complex for grade 1.</p> <p style="text-align: center;">Math: Common Core Mathematical Practices –</p> <ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. <p>Science: SC.1.L.17.1: Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.</p>	
Unit Required Activity	<p>Choose a product that students use. Help students trace the product from its origination/creation to its purchase. Example: Jelly Bellies http://www.jellybelly.com/Virtual_Tour/virtual_tour.aspx Use map skills to trace the delivery of the product from factory or farm to store.</p>
Resources	<p>http://www.kidseconposters.com/econsongs.html (economy songs) http://www.coolmath-games.com/lemonade/index.html (lemonade stand game)</p>

	<p>http://www.coolmath-games.com/0-coffee-shop/index.html (coffee shop game)</p> <p>http://www.rockingham.k12.va.us/resources/elementary/1history.htm (variety of Social Studies resources sorted by benchmark)</p> <p>http://www.bankingkids.com/ - (games and activities for students and parents)</p> <p>http://www.kathimitchell.com/econ.htm - (a variety of economic resources)</p> <p>http://www.kidsmoney.org/ (variety of resources and activities)</p> <p>http://econkids.rutgers.edu/top-5-books-by-concept-econmenu-155 (list of children's books by concept)</p>
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UNIT REQUIRED ACTIVITY	
Choose a common product that students want or use. Help students trace the product from its origination/creation to its purchase.	
Benchmarks:	SS.1.E.1.1; SS.1.E.1.2; SS.1.E.1.3; SS.1.E.1.4; SS.1.E.1.5; SS.1.E.1.6
Teacher's Notes	The purpose is to help students experience and understand the cost and labor involved in the products and services that they use every day. The story of the Jelly Belly may be used, or the teacher and students may choose another product.
Associated Literature/ Resources	<p>http://www.csgn.org/images/pdf/InterviewAtMarket.pdf - Interview at the Market Lesson Plan</p> <p>Corn: From Farm to Table BigBook – Newbridge Publishing</p> <p>http://www.goodeggproject.org/ - The egg from farm to table</p> <p>From Maple Trees to Maple Syrup (First Facts: From Farm to Table) by Kristin Thoennes Keller</p> <p>From Peanuts to Peanut Butter (First Facts: From Farm to Table) by Kristin Thoennes Keller</p> <p>From Corn to Cereal (First Facts: From Farm to Table) by Basel and Roberta</p> <p>From Milk to Ice Cream (First Facts: From Farm to Table) by Kristin Thoennes Keller</p> <p>From Apples to Applesauce (First Facts: From Farm to Table) by Kristin Thoennes Keller</p> <p><i>There are other books in the First Facts series</i></p>
Instruction	<ol style="list-style-type: none"> 1. Teacher and students determine which product they will trace. Teacher can guide this decision based upon the resources available. 2. Teacher and students work to list questions they have about the product. 3. Teacher presents information through text or other resources. 4. Teacher and students work to create a timeline (sequence of events) to show the products journey. This can be done by students drawing and writing about different stages of the product's journey. Teacher and students would then work to post the drawings in sequence. 5. Teacher and students check back to text to confirm accuracy of story. 6. Continued Learning: Students bring in various products. Note on a map or globe where the products were made. How did they get to Wakulla County?
Advanced	Students may create a presentation or book showing how a product gets to our homes.

**Wakulla County Schools
Social Studies Grade 1
Unit 3: American History**

Key Learning: Studying people, lifestyles, and events of the past helps us understand our heritage.

Unit Essential Question

What can we learn about ourselves by studying the people, lifestyles, and events of the past?

Concept 1 – People from the Past	Concept 2 – Life – Then and Now	Concept 3 – Historical Events and Symbols
People from the Past SS.1.A.2.1; SS.1.A.2.4; SS.1.A.2.3	Life Then and Now SS.1.A.2.1; SS.1.A.2.2; SS.1.A.2.5; *SS.1.A.1.1; *SS.1.A.1.2; SS.1.A.3.1; SS.1.A.3.2	Important Historical Events and Symbols SS.1.A.2.3; *SS.1.A.1.2; SS.1.C.3.2
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> ❖ What is history? ❖ Who are some people from the past that we celebrate, and why do we remember them? ❖ Why did Thomas Jefferson write the Declaration of Independence? 	<ul style="list-style-type: none"> ❖ How is family life today different from family life in the past? ❖ How is school life today different from school life in the past? ❖ How is community life today different from community life in the past? ❖ What is the difference between historical fact and historical fiction? 	<ul style="list-style-type: none"> ❖ What are civic holidays, such as Memorial Day, Veteran's Day, and Thanksgiving? ❖ Why do we celebrate civic holidays? ❖ What symbols help us remember our heritage?
Concept Assessment	Concept Assessment	Concept Assessment
Students will give an oral definition of history. Class will create a <u>character map</u> (see example at the end of this unit overview) for Thomas Jefferson that shows why he wrote the Declaration of Independence.	Compare/Contrast graphics of 'Then and Now' concept: <ul style="list-style-type: none"> • Families • Schools • Communities • Technology 	Begin an ongoing Civic Holiday Journal, which would identify important information about each civic holiday.

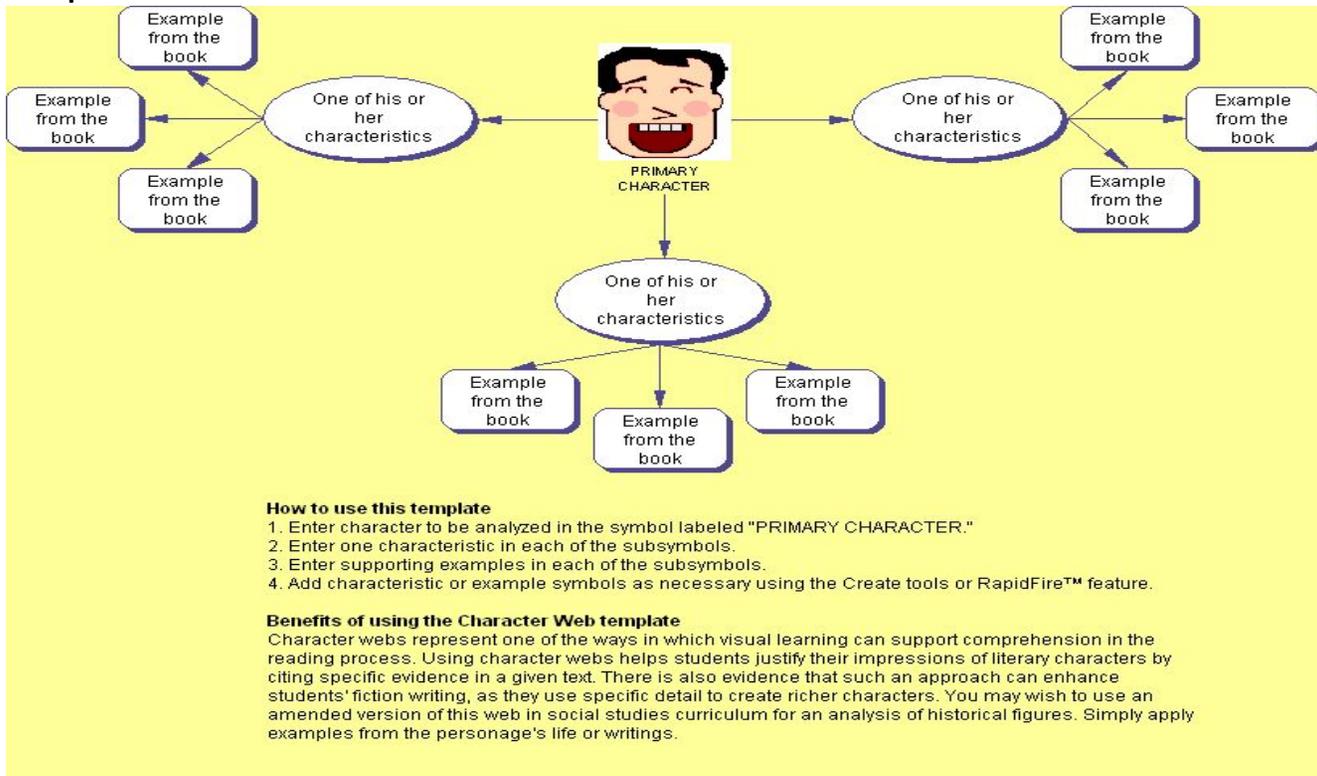
(Celebrate Freedom Week - Declaration of Independence) – <i>last full week in September</i>	Historical Fact vs. Historical Fiction: classify and sort books, pictures, phrases	
Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> • Create a class graphic organizer, such as a <i>Frayer</i> (see example in the <i>Resources</i> section of this unit overview) model, to define what history is and what it is not as well as give an example and non-example. • Read a biography of Thomas Jefferson focusing on why he wrote <i>The Declaration of Independence</i>. Make a chart listing facts about Thomas Jefferson. Have students give reasons from the book as to why he wrote <i>The Declaration of Independence</i>. What primary sources could we look at to learn more about Thomas Jefferson? (see page 26 for a sample) • Mark birthdays of famous Americans on the calendar. Why do we celebrate these days? • Make a character trait list and add to it as you study Americans from the past. 	<ul style="list-style-type: none"> • As a class, compare and contrast using the following graphic organizers: <ul style="list-style-type: none"> • T-chart for “Families then and now” • Venn Diagram to do “School then and now” • Timelines to do “Community life then and now” to show changes over time • Demonstrate a timeline with pictures from your life. Have students create a timeline beginning with birth – baby, toddler, kindergarten, first grade, how they think they will look in the future. • Play the ‘Then and Now’ Game - http://www.sfsocialstudies.com/g1/u1/index.html (Then and now game) http://www.sfsocialstudies.com/k/u6/index.html (Then and now game 2) • Play “Jump Back in Time” Game - http://www.americaslibrary.gov/jb/games/sleuth_intro.php • Have students bring in primary sources of time past (photographs, artifacts, etc.) • See websites under ‘Resources’ that have “Then and Now” pictures. 	<ul style="list-style-type: none"> • Explain to students that civic holidays mark important events in our nation’s history. • Discuss why and how we celebrate various holidays; such as Memorial Day, Veteran’s Day, and Thanksgiving. • Compare and contrast civic holidays with religious and family celebrations. • Read books or watch videos that tell about the various holidays. • Use ‘Symbols of America’ lesson plan from Discovery Education - http://www.discoveryeducation.com/teachers/free-lesson-plans/symbols-of-america.cfm • Sing patriotic songs: The Star Spangled Banner; America the Beautiful. Have students make a class book of one of the songs and illustrate each line of lyrics.
Vocabulary	Vocabulary	Vocabulary
Primary Source, history, national, holiday, heroism, achievements, heritage, character, honesty, courage, responsibility	People, Family, Community, timeline, days, weeks, months, sequence, now, then, future	Civic, Holiday, Celebrate, nation, America, American

Associated Literature		
<p><u>A Picture Book of Thomas Jefferson</u>, Adler, 1991</p> <p><u>Abe Lincoln: The Boy Who Loved Books</u></p>	<p><u>The Ox Cart Man</u>, Hall and Cooney, 1979 (can also be used with the Unit 2 – Economics)</p> <p><u>Sarah Morton’s Day: A Day in the Life of a Pilgrim Girl</u>, Kate Waters, 1989</p>	<p><u>Veteran’s Day</u>, Cotton</p> <p><u>The Wall</u>, Eve Bunting</p> <p><u>A is for America</u>, Scillian</p> <p><u>The Star Spangled Banner</u> (Random House Pictureback Book), FRANCIS SCOTT KEY</p> <p><u>A Flag for All</u> – Brimmer</p> <p><u>Betsy Ross: The Story of Our Flag</u></p> <p><u>The Capital Building</u> – Piehl</p>
Unit Assessment	<p>Produce a class book showing the comparison between families, schools, communities then and now.</p>	
Resources	<p>http://www.socialstudiesforkids.com/articles/ushistory/thomasjefferson1.htm - background information</p> <p>http://classroom.monticello.org/kids/resources/profile/81/Brief-Biography-of-Thomas-Jefferson/ - Biography of Thomas Jefferson for Primary Students</p> <p>http://www.americaslibrary.gov/aa/index.php (Amazing Americans)</p> <p>http://www.floridamemory.com/OnlineClassroom/Then_Now/www.cyberbee.com/yesteryear</p> <p>http://www.educationalsynthesis.org/famamer/index-First.html - Famous Americans for 1st Grade</p> <p>http://www.archives.gov/exhibits/charters/declaration.html - Declaration of Independence</p> <p>http://www.libertyskids.com/arch_what_decoind.html - about the Declaration of Independence</p> <p>http://www.apples4theteacher.com/coloring-pages/famous-americans-in-history/signing-the-declaration-of-independence.html</p> <p>http://www.justreadnow.com/strategies/frayer.htm Frayer model example</p>	

<u>UNIT REQUIRED ACTIVITY</u>	
Produce a class book comparing families, schools, communities then and now that show progression of influences on today.	
Benchmarks:	SS.1.A.2.1; SS.1.A.2.4; SS.1.A.2.3, SS.1.A.2.2; SS.1.A.2.5; SS.1.A.1.1; SS.1.A.2.3; SS.1.A.1.2.1
Teacher's Notes	<p>The purpose of this unit assessment is to have students create a classroom library book that demonstrates an understanding of the higher order thinking skills of compare and contrast, using the concept of <i>then</i> and <i>now</i>.</p> <ol style="list-style-type: none"> 1. Using the class T-chart, Venn Diagram and community life timeline the class will create a chart of topics to include in the class book entitled, "Life Then and Now." 2. Teacher assigns topics from the chart to individuals, pairs, or small groups. 3. Teacher may type text on the pages and have students illustrate or write text on sticky notes so students may copy text and then produce illustrated pages on their own. 4. One student, pair, or groups will be given the task of creating a cover for the book. 5. Teacher assembles pages of the book by stapling, taping, or binding machine. 6. The class celebrates with a publishing party inviting guests such as administration, community members, parents, etc. 7. Teacher should make several copies of the book to include in the classroom library for student access.
Resources	Refer back to Resource section of Unit 3 Overview.
Adaptations	<p>Students who need support should be provided a peer to work with and teacher may scaffold further by providing partially completed pages for the student to complete the task.</p> <p>Language Learners can be supported during this task by emphasizing the connection between illustrations and unit vocabulary. Students may also be given the opportunity to select illustrations, photos from magazines and other media.</p>
Advanced	Students will be given opportunity to create their own book either by themselves or with a partner. Students will share finished product with class.

<i>Scoring Rubric: Discuss the following rubric with students so they know what is expected of them.</i>	
4 points	Student completes the assignment with an appropriate, detailed illustration and by completing the written text with appropriate conventions.
3 points	Student completes the assignment with an appropriate illustration and by completing the written text with attempts at some conventions.
2 points	Student completes the assignment with an appropriate illustration or by completing the written text with few conventions.
1 point	Students attempts to complete assignment but is unable to finish.
0 points (Unscorable)	Student does not attempt task.

Example of a Character Map:



Wakulla County Schools
Social Studies Grade 1
Unit 4: Geography

Key Learning: Making, reading, and understanding the different features of maps help us to locate ourselves in space.

Unit Essential Question
 How do maps help us to locate ourselves and understand our world?

Concept	Concept	Concept
Maps SS.1.G.1.2; SS.1.G. 1.3	Using Maps and Globes to Locate Places SS.1.G.1.1; SS1.G.1.4; SS.1.G.1.5	Our Community SS.1.G.1.6; SS.1.A.1.1
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> ❖ What are the key elements of maps and globes? ❖ How do I make a map of my school? 	<ul style="list-style-type: none"> ❖ How do you use a map and a globe to locate places? ❖ Where is Florida located on a map of the United States and on the globe? ❖ How do you find Bradenton on a Florida map and on a globe? ❖ How do you find the Atlantic Ocean and the Gulf of Mexico on a map of Florida and on the globe? 	<ul style="list-style-type: none"> ❖ What effects does the location of Wakulla County have on our lives? ❖ How does the weather in Wakulla County affect our community? ❖ How does the physical environment of Wakulla County impact our lives?
Content Assessment	Content Assessment	Content Assessment
Make a map of the school with key elements.	Have students locate on map and globe: <ul style="list-style-type: none"> • Florida • Crawfordville, Sopchoppy • Wakulla County • Gulf of Mexico • Atlantic Ocean • United States of America 	Using a teacher created chart with pictures/words/phrases that depict location (Florida), weather (sunshine, hurricane), physical environment (palm trees, beaches) animals (seagulls, panthers), students will match pictures of clothing, houses, recreation to appropriate columns.

Instructional Suggestions		Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> Using a political map and a globe, identify compass rose and the cardinal directions. Discuss how they help locate a given place on the map or globe and in the real world. Using knowledge of cardinal directions, create a simple map (class generated or small group) of your school site showing important locations such as your classroom, cafeteria, office, media center, etc. 		<ul style="list-style-type: none"> Look at the difference between a physical map (showing mountain ranges and landforms) and a political map (showing cities, states, and other political boundaries). Using a simple map of the United States of America, show students how states are divided. Ask if anyone can point to Florida then discuss the shape, size, and location in comparison with surrounding states. Is this a political or physical map? Using either Florida or the Atlantic Ocean and the Gulf of Mexico as a starting point, teach children the relative locations of Wakulla County, Florida, Gulf of Mexico, Atlantic Ocean and how to locate them in relation to each other. Work with students to make and illustrate a chart of physical features found in Florida. Ask questions of students: Are there mountains in Florida? Are there rivers? etc. 	<ul style="list-style-type: none"> Using a Venn Diagram, have students compare and contrast Wakulla County with a more northern community. Look at things such as climate, crops, industry and tourism. Discuss how extreme weather such as hurricanes and blizzards impact communities. Explore how things such as having a coastline and low flat elevation impact the lives of Wakulla County residents. Have students bring in items that were grown in Florida. Have a Florida feast. Note on a Florida map where such things are commonly grown. Example: Indian River Fruit Maintain a United States map and a globe throughout the school year. As special days occur or places are referenced in stories, have students find the places on the map or globe.
Vocabulary		Vocabulary	Vocabulary
Map, Globe, Compass rose, Cardinal Directions, Title, Key/legend, Symbol, North, South, East, West		Political map, Physical map, Cultural map, Atlantic Ocean, Gulf of Mexico, Wakulla County, Florida, ocean, peninsula, lake, river, swamp, gulf	Weather, Hurricane, Transportation, Recreational, Shelter, Community, climate, culture, town, city, state, county
Associated Literature		Associated Literature	Associated Literature
<u>Mapping Penny's World</u> - Leedy <u>Hunter's Best Friend</u> <u>Geography from A to Z</u> "A Picture Glossary - Knowlton		<u>Fantastic Mr. Fox</u> – Dahl <u>As the Crow Flies, A First Book of Maps</u> – Hartman <u>Rosie's Walk</u> - Hutchins	Harcourt StoryTown: <i>"Ways People Live"</i>
Unit Required Activity	Conduct a school site scavenger hunt using classroom map as a guide. Teacher places landmarks prior to hunt. Students discuss how maps help in understanding location.		

Resources	<p>http://www.sfsocialstudies.com/g1/u2/index.html - Cardinal directions game</p> <p>http://www.rockingham.k12.va.us/resources/elementary/1history.htm - a variety of lesson resources with technology components</p> <p>http://www.nationalgeographic.com/expeditions/ - geography lesson plans from National Geographic</p> <p>http://maps.nationalgeographic.com/map-machine?fs=magma.nationalgeographic.com – 3-D map capabilities</p> <p>http://www.kidinfo.com/geography/maps.html - a variety of map resources, including blank maps for printing</p>
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UNIT ASSESSMENT	
Conduct a school site scavenger hunt using classroom map as a guide. Teacher places landmarks prior to hunt. Students discuss how maps help in understanding location.	
Benchmarks:	SS.1.G.1.2; SS.1.G.1.3; SS.1.G.1.1; SS.1.G.1.4; SS.1.G.1.5; SS.1.G.1.6; SS.1.A.1.1
Teacher's Notes	<ul style="list-style-type: none"> • Teacher works with the class to create a map of the classroom or school on chart paper. • Teacher may also make individual student maps by drawing or using a computer drawing program. • Teacher will choose maps/globe such as: <ul style="list-style-type: none"> -a map of Wakulla County - A map of Florida - A map of United States - A globe and hide them in strategic locations around the classroom or school. • Teacher creates directions for locating the items emphasizing use of direction words (left, right, up, down, North, South, East, West) and assigns "Explorer" teams of 4 – 5 students to go on a scavenger hunts to locate items.
Associated Literature	Harcourt StoryTown: <i>All on the Map</i>
Adaptations	Language Learners will benefit from the visual representation to the unit vocabulary.
Advanced	<p>These students may be assigned to hide the items in of the classroom determine the requirements of locating the items. Students will then create the guidelines for future "Explorer" teams.</p> <p>Additional support: Since this is a whole class project, support is built in.</p> <p>Activity sheet: The classroom map is the activity sheet for this assessment.</p>
RUBRIC	<p><u>Scoring Rubric:</u> Discuss the following rubric with students so they know what is expected of them.</p> <p>4 points: The task is adequately addressed.</p> <p>3 points: The task is adequately addressed.</p> <p>2 points: The task is somewhat addressed.</p> <p>1 point: The task is not addressed.</p> <p>0 points (Unscorable): No understanding of the major concept.</p>

Common Core Connections:

CCSS.ELA.1.RL.1.1 – Ask and answer questions about key details in a text (literary).

CCSS.ELA.1.RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA.1.RL.1.3 – Describe characters, settings, and major events in a story, using key details.

CCSS.ELA.1.RL.2.1 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA.1.RL.2.3 – Identify who is telling the story at various points in a text.

CCSS.ELA.1.RL.3.9 – Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA.1.RL.3.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS.ELA.1.W.1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

THOMAS JEFFERSON
Third President of the United States
Born in 1743 - Died in 1826



Thomas Jefferson wanted the 13 colonies to become a nation. He was a good writer, so he wrote letters asking people to help the nation become free. He wrote letter after letter; 50,000 letters during his lifetime.

He was such a good writer that he was one of five men chosen to write the Declaration of Independence. He wanted to be able to think, so he rented a house and stayed there by himself for 17 days. He searched in his mind for just the right words. When he had finished it, he gave it to the Continental Congress, and on July 4, 1776 it was adopted. The war for freedom; the revolution had started.

Jefferson was born on the family farm in Virginia to a wealthy family. He had six sisters and three brothers; a large family indeed.

When he was a boy he enjoyed hunting, fishing, riding horses and canoeing. He also loved music and learned to play the violin.

His father was his teacher and his parents talked to him about the importance of serving others. His father died when Thomas was 14 years old.

When he was 17 he entered college and studied law. He would make a schedule for himself and study 15 hours or more a day. Because of his hard work, he was at the head of his class. He soon passed the bar exam and became a lawyer in Virginia.



[Monticello](#)

Photo by Christopher Hollis

He married and built a home called Monticello (Mon-ti-CHELLO). Later his wife, Martha, died.

When George Washington was president, Jefferson was his secretary of state. Then he served as vice president under John Adams. Jefferson was elected the third president of the United States in 1801.

His wife died 19 years before he became president, so there was no "First Lady" . Sometimes his daughters served as hostesses. Dolley Madison, the wife of his Secretary of State, was also a popular hostess in the White House.

He knew the country had to grow, so he completed the Louisiana Purchase which doubled the size of the nation.

After two terms as president he returned to Monticello and farming. He grew hundreds of different kinds of vegetables and fruit trees.

He knew education was important, so he planned the University of Virginia. He designed the buildings and marked where they should be built. He also chose the library books, and even hired the teachers. The school opened in 1825 with 40 students.

Thomas Jefferson died 50 years after the adoption of the Declaration of Independence.

This biography by Patsy Stevens, a retired teacher, was written in 2001.

<http://gardenofpraise.com/leaders.htm>

Scope and Sequence of Introduction of Primary Sources:

The identification and use of primary and secondary sources in the study and analysis of history is critical to building a foundation for growing knowledge. Teachers must assure that students are introduced to and given opportunity to work with the following at each grade level. The items are cumulative as the student moves up in grade.

Kindergarten -	photograph, grandparent (speaker/interview), artifact
First Grade -	Add letters, audio/video recording
Second Grade-	Primary and Secondary: artifacts, photographs, audio/video recordings, newspapers, documents, maps, coins, stamps
Third Grade-	Add paintings, images
Fourth Grade -	Add timelines
Fifth Grade-	Add diaries, graphs

Scope and Sequence of Constitution Day/Week Instruction:

Kindergarten -	Write a class constitution
First Grade -	Compare a class constitution to National Rules/Laws [http://www.elcivics.com/civics_1.html ; http://www.icivics.org/ (free, but requires registration)]
Second Grade-	Distinguish between Rule and Law
Third Grade-	Bill of Rights Awareness
Fourth Grade -	State Constitution
Fifth Grade-	US Constitution