

# 1st Grade Social Studies Curriculum Map

## Self, School, Neighborhood

Some of the strategies used here, along with other ideas, can be seen on a video or are described here:  
<http://jhatjr.wikispaces.com/Strategies>

Time Frame	Utah State Core Standard	Expected Student Outcome (Objective)	Essential Academic Vocabulary	Summative Assessments	Instructional Learning Activities
				<p><b>These assessments should only be done AFTER instruction from teachers</b></p>	
<p><b>Any of the 4 standards could be taught at any time throughout the year. Each one could take a full quarter to teach. The suggestions give here are just suggestions.</b></p> <p><b>Quarter 1</b></p>	<p><b>Standard 1</b> Culture</p> <p>Students will recognize and describe how schools and neighborhoods are both similar and different.</p>	<p>I can describe differences within my school and neighborhood.</p>	<p>neighborhood tradition role principal teacher librarian custodian bus driver crossing guard secretary cafeteria workers police officer firefighter folk tale respect friend</p>	<p><i>Note: These assessment ideas are ONLY SUGGESTIONS and teachers may design their own assessments.</i></p> <p>Teacher asks questions of the class and students stand up as appropriate:                      Who likes to swim?                      Who likes to play basketball?                      Who likes to dance?                      Who likes to eat pizza?                      Who likes to eat candy?                      Who likes to eat apples?                      Who has brown hair?                      etc.</p>	<p>a. Recognize differences within their school and neighborhood.</p> <p>b. Share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions.</p> <p>c. Recognize and demonstrate respect for the differences within ones' community (play, associations, activities, friendships).</p> <p>d. Recognize and describe the importance of schools and neighborhoods.</p>

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				Have a class discussion on how people in our school and neighborhood are the same and different.	
		I can identify the people in our school and neighborhood who help us. I can explain what they do.		<p>The class will take a little walk throughout the school and meet the people identified in the next column. Have each person do a very short introduction of themselves and tell what they do to help in the school. When they come back to the classroom, have the students tell who they met and how they help us.</p> <p>The teacher will show picture of the neighborhood people identified in next column. Have students talk about what they do to help us.</p>	<p>a. Identify the roles of people in the school (principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff).</p> <p>b. Explain the roles of the people in the neighborhood (police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor, and tribal leader).</p> <p>c. List and discuss how neighborhood change over time (new business, new neighbors, and technology).</p>
<b>Quarter 2</b>	<b>Standard 2</b> Citizenship	I can describe and demonstrate appropriate	responsible vandalism private property	After teaching this concept, give students a task to complete in	a. Describe behaviors that contribute to cooperation

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	Students will recognize their roles and responsibilities in the school and in the neighborhood.	behavior for working in a group.	litter service landmark custom etiquette cooperation peer consequence Declaration of Independence U.S. Constitution Pledge of Allegiance school choice Citizen Sign Firehouse City hall Church festival	<p>their group. Give them a list of behaviors to remember to do as they work in a group.</p> <p>After the task is completed, talk about group behaviors and have students talk about the good things they experienced and how to improve other behaviors.</p>	<p>within groups at school and in a neighborhood.</p> <p>b. Discuss the roles and responsibilities of being a member of a group.</p> <p>c. Participate in a group activity modeling appropriate group behavior.</p> <p>d. Identify and express feelings in appropriate ways.</p> <p>e. Articulate how individual choices affect self-peers, and others.</p> <p>f. Communicate positive feelings and ideas of self (positive self-image, good friend, helper, honest).</p> <p>g. Predict possible consequences for a variety of actions.</p>
		I can tell my responsibilities in the school and in my neighborhood.		Have students give examples of things 1 <sup>st</sup> graders can do to be good citizens in the school and in the neighborhood.	a. Describe and practice responsible behavior inherent in being a good citizen in the school (safety, right to learn) and neighborhood.

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					<p>b. Explain why schools have rules and give examples of neighborhood rules (respecting private property, reporting vandalism, and obeying traffic signs and signals).</p> <p>c. Demonstrate respect for others in the neighborhood (the Golden Rule—elements include fair play, respect for rights and opinions of others, and respect for rules).</p> <p>d. Participate in responsible activities that contribute to the school and neighborhood (follow teacher directions, put belongings away, participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism, give service).</p> <p>e. Practice and demonstrate safety in the classroom (classroom safety procedures, fair play, playground rules).</p>

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					f. Practice and demonstrate safety in the neighborhood (crossing streets, avoiding neighborhood dangers).
		I can describe and tell about some symbols and places and documents of our school, my neighborhood, Utah and the United States.		The teacher will show pictures of the symbols, places and documents that are important for students to know and students will identify them and tell what they can about what they are.	<p>a. Identify school symbols and landmarks (mascot, songs, and events).</p> <p>b. Identify neighborhood and community symbols and landmarks (firehouse, city hall, churches, other landmarks, city festivals).</p> <p>c. Identify Utah state symbols, documents, and landmarks.</p> <p>d. Identify national symbols, documents and landmarks (Declaration of Independence, US Constitution, Liberty Bell, Washington Monument).</p> <p>e. Demonstrate respect for patriotic practices and customs (Pledge of Allegiance and flag etiquette).</p>
<b>Quarter 3</b>	<b>Standard 3</b> Geography	I can identify and use geographic terms and tools.	compass cardinal directions equator	The teacher will show pictures of different geographic things and	a. Use a compass to locate cardinal directions.

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	Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world		North pole South pole physical features compass rose landmark	students will identify them.  Give students an atlas or a map or use one large map and do this as a group. Have students identify north, south, east, west, the equator, north and south poles, and Utah. They should be able to do this both on a flat map and a globe.	b. Identify the equator and north and south poles.  c. Identify Utah on a variety of maps and on a globe.  d. Identify the United States on a variety of maps and on a globe.
		I can use a map or globe.		Either on individual maps or globes or using a large one for whole class, the teacher gives a prompt and students find it on the map: The continents An ocean A river A lake (Great Salt Lake?) The compass rose	a. Create a map showing important sites or landmarks in a school or community (firehouse, city hall, churches).  b. Locate physical features (continents, oceans, rivers, lakes) and man-made features (equator, North and South poles countries) on a map and on a globe.  c. Identify the compass rose and cardinal directions on a map and on a globe.
<b>Quarter 4</b>	<b>Standard 4</b> Financial Literacy	I can describe the choices people make to have	goods services exchange	Give students some situations where they have to make a choice	a. Identify examples of goods and services in the home and in the school.

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	Students will describe the economic choices people make to meet their basic economic needs.	enough money to buy what they need.	earn purchase choice save	about how to spend money and have them respond with the choices they have and how they can decide and make good choices. This could be done in partners and then students report out or as a whole class.	<p>b. Explain ways that people exchange goods and services.</p> <p>c. Explain how people earn money by working at a job.</p> <p>d. Explain the concept of exchanging money to purchase goods and services.</p>
		I can explain how people need to make choices to meet their needs.		Create a little class store with enough items that every student could buy something. Give students some fake/monopoly money, but not enough to buy much. Have students look at what they could buy and then talk about how they will choose what to buy. Talk about the choices that students made.	<p>a. Describe the economic choices that people make regarding goods and services.</p> <p>b. Describe why wanting more than a person can have requires a person to make choices.</p> <p>c. Identify choices families make when buying goods and services.</p> <p>d. Explain why people save money to buy goods and services in the future.</p>

**Social studies vocabulary that teachers should know and use:** civic responsibility, culture, customs, democracy, patriotism, republic, traditions, tribal leaders (American Indian). Go to [Utah Education Network](#) to see more detail on these words and this curriculum.