

Map: **Social Studies-Grade 1 -LMinotto/LSklow** Type: **Consensus** Grade Level: **1** School Year: **2008-2009**Author: **Leigh Minotto** District/Building: **Island Trees/Michael F. Stokes School**Created: **07/13/2009** Last Updated: **07/21/2009**This map copied from: **Social Studies-Grade 1** by **Susan Kelly**

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 1	<p><b>How could you describe a family?</b></p> <p><b>How do families help each other?</b></p> <p><b>Why is it important to follow rules in a family?</b></p> <p>How do families spend time together?</p> <p>How do families celebrate together?</p> <p>Where do families live?</p> <p><b>How do families change over time?</b></p> <p>How can I use rhyming words while teaching students to compare and contrast the different types of activities families do together by using the text <a href="#">Family Fun</a>, by Elena Martin?</p> <p>How can I use rhyming words to teach students about how transportation has changed during the past several centuries, while reading the book <a href="#">From Wheels to Wings</a> by Susan Ring?</p> <p>How can I teach students to make predictions using picture clues and background knowledge, while the book <a href="#">Moving From Place to Place</a> by Daniel Shepard?</p> <p>How can I teach students to sequence the order of events, and develop an appreciation for Native American culture, using the book <a href="#">Totem Story</a> by Abby Jackson?</p>	<p><b>My Family and Other Families, Now and Long Ago</b></p> <p>Identify criteria of family (A group of people who care about one another). Identify members, habitat, and ways families spend time together.</p> <p>Identify ways families meet basic human needs.</p> <p><b>History of My Family</b></p> <p>Recognize that families celebrate special times in different ways (Holidays and traditions).</p> <p>Holidays may be celebrated throughout the year as they approach to meet this strand.</p> <p>Holidays include: Constitution Day Patriot's Day Veteran's Day Columbus Day Halloween Election Day Dawali Thanksgiving Christmas (In the U.S. and around the world) Hanukka Kwanza New Year's Day Martin Luther King Jr. Day President's Day St. Patrick's Day Memorial Day</p>	<p>Define what a "family" is.</p> <p>Name members of your individual family.</p> <p>Bring in a "Family Treasure"</p> <p><b>Vocabulary</b></p> <p><b>Define the following:</b></p> <p>Family Celebrate Holiday Rules change custom tradition belief culture generation past/present (then/now)</p>		<p>SS1-K1-1A</p> <p>SS1-K1-1C</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K3-1A</p> <p>SS1-K4-1B</p>	

		Independence Day Labor Day			
Unit 2	<p>What is a community?</p> <p>How have communities changed over time?</p> <p><b>What important places are located in my neighborhood or community?</b></p> <p>How are communities connected economically and geographically?</p> <p>How do people in a community exchange elements of their culture? (Customs and traditions)</p> <p>What are the differences between rural communities, suburban communities and urban communities?</p> <p><b>How can maps and globes help us locate other places?</b></p> <p><b>How can symbols on a map key help us identify geographic features and physical characteristics?</b></p> <p>How can we help take care of the World and our natural resources?</p> <p>How can I use nouns to teach students to describe the different ways to recycle, using the book, <a href="#">Let's Recycle</a>, by Anne L. Mackenzie?</p> <p>How can I teach students how they can reduce their amount of garbage by using the text, <a href="#">Let's Reduce Garbage!</a> by Sara E. Nelson?</p> <p>How can I use cause and effect to teach students to describe the different ways to save energy, using the book, <a href="#">Let's Save Energy!</a>, by Sara E. Nelson?</p> <p>How can I teach the use of commas, while teaching</p>	<p><b>My Community and Local Region</b></p> <p>Recognize that people live, work, and play in communities. Explore different types of communities. (We live in houses, towns, state, country etc.)</p> <p>Describe how where you live may determine where and how you work?</p> <p>Share personal traditions and customs.</p> <p>Differentiate life in a rural community, a suburban community and an urban community.</p> <p><b>Use pictures and maps to locate places of significance. (The United States, our state, continents, Atlantic and Pacific Ocean).</b></p> <p><b>Use an anagram to identify cardinal directions on a map.</b></p> <p>Identify and describe physical characteristics of landforms and bodies of water.</p> <p>Discuss the importance of recycling and caring for our natural resources.</p>	<p><b>Vocabulary</b></p> <p><b>Define the following:</b></p> <p>Geography</p> <p>World</p> <p>globe</p> <p>land</p> <p>physical feature</p> <p>water</p> <p>Earth</p> <p>Region</p> <p>Community</p> <p>Town</p> <p>City</p> <p>Neighbor</p> <p>Neighborhood</p> <p>Farm</p> <p>State</p> <p>Country</p> <p>Continent</p> <p>Ocean</p> <p>Lake</p> <p>River</p> <p>Plain</p> <p>Hill</p> <p>Mountain</p> <p>Symbol</p> <p>Map</p> <p>Map Key</p> <p>Natural Resource</p> <p>Compass Rose</p> <p>Cardinal Directions</p> <p>Big Map Race (use with Scrambled State of America Book)</p>		<p>SS1-K1-1A</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K3-1A</p> <p>SS1-K4-1B</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p>

	<p>students how to describe the different ways to conserve water, using the text, <a href="#">Let's Save Water!</a> by Sara E. Nelsom?</p> <p>How can I use exclamation marks to teach students the different ways to reuse common items, by using the text, <a href="#">Let's Reuse!</a> by Sara E. Nelsom?</p> <p>How can I teach students to recall specific details from the text to answer literal questions, while learning about buildings around the world, using the book <a href="#">Look Inside</a> by Elena Martin?</p>		<p>Distinguish between town, state, country, and continents.</p> <p>Create and label a map of classroom, bedroom, playground etc.</p> <p>Label all continents, their country, and their state.</p> <p>Label Atlantic and Pacific Ocean.</p>		
Unit 3	<p>Why do we need rules?</p> <p>What kind of laws do we need in a community?</p> <p>What is a citizen?</p> <p>What makes a good citizen?</p> <p>What are the characteristics of a good leader?</p> <p>What are the responsibilities of good leaders?</p> <p>How do we show leadership in our communities?</p> <p><b>Who are the leaders in your community, state, and country? (President, governor, and mayor).</b></p> <p><b>Who are some important leaders from the past that have demonstrated good citizenship? (Martin Luther King, Rosa Parks, George Washington, and Abe Lincoln).</b></p> <p>What is voting?</p> <p><b>Why is voting a "right" and a "responsibility" of a good citizen?</b></p> <p>What are some symbols of our nation?</p>	<p><b>Symbols of Citizenship</b></p> <p>Identify rules in home and school.</p> <p><b>Discuss the importance of traffic laws and how they help us stay safe.</b></p> <p>List the characteristics of a good citizen.</p> <p><b>People Making and Changing Rules and Laws</b></p> <p>Name important leaders in your community, state, and country. (Specifically the president, governor, and mayor).</p> <p>Identify ways you can help your community.</p> <p>Discuss the positive choices good leaders make.</p> <p>Describe the voting and election process and its importance in being a good citizen.</p>	<p><b>Vocabulary</b></p> <p><b>Define the following:</b></p> <p>group</p> <p>law</p> <p>leader</p> <p>mayor</p> <p>governor</p> <p>president</p> <p>vote</p> <p>flag</p> <p>citizen</p> <p>citizenship</p> <p>responsibility</p> <p>anthem</p> <p>symbol</p> <p>election</p> <p>justice</p> <p>equality</p> <p>truth</p> <p>democracy</p> <p>government</p>		<p>SS5-K1-1A</p> <p>SS5-K3-1A</p> <p>SS5-K3-1B</p> <p>SS5-K3-1C</p> <p>SS5-K3-1E</p> <p>SS5-K3-1F</p> <p>SS5-K4-1B</p> <p>SS5-K4-1B</p>

<p><b>How do we show respect and loyalty toward our country and its symbols?</b></p> <p>How can I teach my students how to identify the main idea and supporting details, and the importance of helping others, while reading <a href="#">Making A Difference</a> by Jeri S. Cipriano?</p>	<p><b>Identify and understand the significance of important symbols of the U.S.A. (U.S. flag, Statue of Liberty, Washington Monument, Capital Building, Bald Eagle, Presidential Seal, White House, Uncle Sam etc.)</b></p>	<p>govern/rule E Pluibus Unum allegiance decision/decision making history liberty monument stars and stripes United States of America rights and responsibilitis</p>			
--	---	--	--	--	--

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 4	<p><b>How do governments help protect the people in our communities?</b></p> <p><b>How do governments develop rules and laws?</b></p> <p>How do governments plan and make decisions for the common good?</p> <p>How does the United States Constitution benefit the common good?</p>	<p>Please note, Citizenship and Government may be taught as one unit or sequentially.</p> <p><b>People Making and Changing Rules and Laws -Con't from Unit 3</b></p> <p><b>Tell how leaders make important decisions to protect us and to make our communities good places to live.</b></p> <p>Describe how leaders help to keep order and enforce laws.</p>	<p><b>Vocabulary</b></p> <p><b>Define the following:</b></p> <p>Democracy</p> <p>Government (review)</p> <p>Govern/rule</p> <p>Justice (review)</p> <p>Liberty</p> <p>protect</p> <p>rights and responsibilities (review)</p> <p>role</p> <p>society</p> <p>United States Constitution</p>		<p>SS5-K3-1D</p> <p>SS5-K1-1A</p> <p>SS5-K1-1D</p> <p>SS5-K2-1A</p> <p>SS5-K2-1B</p> <p>SS5-K2-1C</p> <p>SS5-K2-1D</p>	
Unit 5	<p>What are some things that we must have to live?</p> <p><b>What is the difference between the things people need to live and the things they want?</b></p> <p>What are some jobs, or chores that you do at home?</p> <p>What are some jobs in the classroom? In your neighborhood?</p> <p><b>Why do people work?</b></p> <p><b>Why is it important for people to work together?</b></p>	<p><b>The Challenge of Meeting Needs and Wants/Economic Decision Making</b></p> <p>Distinguish between needs and wants.</p> <p><b>Recognize examples of things that people need to live and things that people might want.</b></p> <p><b>Recognize that people may have many wants but limited resources with which to satisfy them. People must make choices.</b></p> <p>Identify a variety of jobs that people perform.</p> <p>Describe the responsibilities and characteristics of good workers in a variety of jobs.</p> <p>Identify various goods that are made or grown.</p>	<p><b>Vocabulary</b></p> <p><b>Define the following:</b></p> <p>factory</p> <p>goods</p> <p>income/money</p> <p>order</p> <p>needs</p> <p>picture graph</p> <p>resource</p> <p>services</p> <p>scarcity</p> <p>society</p> <p>shelter</p> <p>trade</p> <p>volunteer</p> <p>wants</p> <p>work</p> <p>buying</p> <p>selling</p> <p>trade</p> <p>problem</p> <p>problem solving</p>		<p>SS4-K1-1A</p> <p>SS4-K1-1C</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p>	

		Identify and describe a variety of service jobs.				
		Demonstrate how to use a graph that both organizes and categorizes information.				
		Identify ways people exchange goods and services.				
		Identify the role of markets and trading in the exchange of goods and services.				

**Key to Standards used in this Map**

**SS1-K1-1A** [2 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. [Elementary]

**SS1-K1-1C** [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1C - explain those values, practices, and traditions that unite all Americans. [Elementary]

**SS1-K2-1B** [2 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1B - gather and organize information about the traditions transmitted by various groups living in their neighborhood and community. [Elementary]

**SS1-K2-1C** [2 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1C - recognize how traditions and practices were passed from one generation to the next. [Elementary]

**SS1-K3-1A** [2 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1A - gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities. [Elementary]

**SS1-K4-1B** [2 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1B - explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State. [Elementary]

**SS3-K1-1B** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - draw maps and diagrams that serve as representations of places, physical features, and objects. [Elementary]

**SS3-K1-1C** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians (Adapted from National Geography Standards, 1994) [Elementary]

**SS4-K1-1A** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. [Elementary]

**SS4-K1-1B** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1B - explain how peoples wants exceed their limited resources and that this condition defines scarcity. [Elementary]

**SS4-K1-1C** [2 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1C - know that scarcity requires individuals to make choices and that these choices involve costs. [Elementary]

**SS5-K1-1A** [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice. [Elementary]

**SS5-K1-1D** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - analyze the sources of a nations values as embodied in its constitution, statutes, and important court cases. [Elementary]

**SS5-K2-1A** [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1A - explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States. [Elementary]

**SS5-K2-1B** [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1B - understand the basic civil values that are the foundation of American constitutional democracy. [Elementary]

**SS5-K2-1C** [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1C - know what the United States Constitution is and why it is important. [Elementary]

**SS5-K2-1D** [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1D - understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government. [Elementary]

**SS5-K3-1A** [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. [Elementary]

**SS5-K3-1B** [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - examine what it means to be a good citizen in the classroom, school, home, and community. [Elementary]

**SS5-K3-1C** [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1C - identify and describe the rules and responsibilities students have at home, in the classroom, and at school. [Elementary]

**SS5-K3-1D** [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1D - examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State. [Elementary]

**SS5-K3-1E** [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1E - understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service or course of action. [Elementary]

**SS5-K3-1F** [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1F - identify basic rights that students have and those that they will acquire as they age. [Elementary]

**SS5-K4-1B** [2 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1B - participate in activities that focus on a classroom, school, or community issue or problem. [Elementary]