

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

# Social Studies Curriculum Map: First Grade

Standards: H2; G2; G3a,b,c; CG2; Standards: H1a; H1b; CG1; G1; E2 Standards: H1a; H1b; CG1; G1; E1; Standards: The focus of this important first unit is on the concepts and Map Skills: 1 enduring understandings rather than Map Skills: 1 Info Skills: 2.3.7 Map Skills: 1,2 specific standards. Info Skills: 1.4.7 Info Skills: 1.2.7 Unit Three focus: Unit Two focus: Unit Four focus: Unit One focus: A Changing Country Connecting Themes in Our National Heritage Inventors in the United First Grade Social Studies States In this unit students will be Individuals, Groups, Individuals, Groups, Culture: Folktale heroes-John Henry, **Institutions Institutions** introduced to the unit Johnny Appleseed, Davy Contributions made by Contributions made by connecting themes of: Crockett, Paul Bunyan, Thomas Jefferson, Lewis & Benjamin Franklin and Annie Oakley (H2) Clark with Sacagawea, George Washington Carver → Culture Harriet Tubman, (H1a) (H1a) Meaning of America (My Country 'Tis of Thee) and Individuals, Groups, Location: Location America the Beautiful (CG2) Cultural/geographical Institutions Cultural/geographical Describe how people are systems of historical figures systems of historical figures Location producers and consumers from H1a (G1) from H1a (G1) Scarcity (E3) Scarcity Time, Change, & Scarcity Make choices because of Identify goods/services (E1) Location **Continuity** scarcity (E2) Describe how people are Identify students' city, Time, Change, & Continuity county, state, nation, producers/consumers (E3) These themes will provide Compare everyday life of continent (G2) Time, Change, & Continuity historical figures to the the scaffolding needed for Major topographical features Compare everyday life of present (H1b) the study of Social Studies of the earth (G3a,b,c) historical figures to the Begin introduction of character for the school year. present (H1b) traits from CG1. This will continue through the next unit, Continue discussion of character culminating in a separate unit.

> Georgia Department of Education Kathy Cox, State Superintendent of Schools Social Studies • First Grade • Curriculum Map APPROVED 2-08-08 • Page 1 of 2 Copyright 2008 © All Rights Reserved

traits from CG1.



## Social Studies Curriculum Map: First Grade

Standards: H1a; H1b; E1; E2; E3; E4 Map Skills:

Info Skills: 3,5,7

Standards: H1b; G2; G3a,b,c; CG1;

E1; E2; E3; E4 Map Skills: 1,2 Info Skills: 1,3,5,6,

Unit Five focus:

Community Helpers

Unit Six focus:

We Are Alike, We Are Different

# Individuals, Groups, Institutions

- Contributions made by Theodore Roosevelt (H1a)
- Compare everyday life of historical figures to the present (H1b)

## Scarcity

- Identify goods/services (E1)
- Make choices because of scarcity (E2)
- Describe how people are producers/consumers (E3)
- Costs/benefits of saving/spending (E4)

Continue discussion of character traits from CG1.

### **Individuals, Groups, Institutions**

Positive character traits of historical figures from H1a (CG1)
\*Students will use their knowledge of character traits of historical figures and compare them to people in their community.

#### Location

**→** 

- Identify students' city, county, state, nation, continent (G2)
- Major topographical features of the Earth (G3a,b,c)

#### Scarcity

- Identify goods/services (E1)
- Make choices because of scarcity (E2)
- Describe how people are producers/consumers (E3)
- Costs/benefits of saving/spending (E4)

#### Time, Change, & Continuity

 Compare everyday life of historical figures to the present (H1b)