

Social Studies – First Grade							
	1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks			
✓ Aligns with an ELA standard. <b>The following standard will be taught using various strategies and resources throughout the year.</b> ✓ 1.39 Use informational text to help describe the importance of celebrating these national holidays: Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Columbus Day, Veterans' Day, Thanksgiving Day. (RI.1.1, RI.1.2, RI.1.3)							
All About Me	<b>Culture –</b> ✓ 1.5 <b>Present</b> the student's family culture through the use of <u>drawing, writing, and/or multimedia</u> . (SL.1.1a) <b>Geography –</b> 1.21 <b>Describe</b> how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation and recreation. <b>History –</b> ✓ 1.35 <b>Place</b> events in students' own lives in chronological order. (RI.1.5) <b>Government/Civics-</b> 1.27 <b>Explain</b> that our state's and country's laws are based upon the Constitution. 1.28 <b>Give examples</b> of a rule and a law through the use of <u>drawings, discussions, or writings</u> . 1.33 <b>Sort</b> rules and responsibilities that citizens follow that are specific to their state compared to national rules and responsibilities, including wearing a seat belt, wearing a bicycle helmet, texting while driving, child restraints, voting, obtaining a driver's license at a particular age, and wearing a motorcycle helmet.	All About the World	<b>Geography –</b> 1.15 <b>Recognize</b> basic map symbols, including references to land, water, cities, and roads. 1.16 <b>Define and locate</b> the North and South Poles and the equator. 1.17 <b>Identify</b> the shapes of Tennessee and the United States on maps and globes. 1.18 <b>Use</b> cardinal directions on maps. 1.19 <b>Locate</b> Washington, D.C. and Nashville on a United States map. 1.20 <b>Distinguish</b> the difference between a continent, mountain, river, lake, and ocean. 1.22 <b>Construct</b> a map showing the Atlantic Ocean, Pacific Ocean, Washington D.C., Memphis, Nashville, Knoxville, Chattanooga, Mississippi River, Cumberland River, Tennessee River, Great Smoky Mountains, Rocky Mountains, Center Hill Lake, Norris Lake, Reelfoot Lake, and Clingmans Dome. 1.24 <b>Summarize</b> in their own words, that a map is a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country or world.	All About the Past	<b>History –</b> 1.26 <b>Explain</b> the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette. 1.36 <b>Produce</b> complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future. ✓ 1.37 <b>Interpret</b> information presented in picture timelines to show the sequence of events and distinguish between past, present, and future. (RI.1.5) 1.38 <b>Compare</b> ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment. ✓ 1.42 <b>Ask and answer</b> questions about historical events that helped shape our Nation and explain the role Tennessee played in these events. (SL.1.2)	All About Jobs and Money	<b>Economics -</b> ✓ 1.8 <b>Give examples</b> of products (goods) that people buy and use. (SL.1.2) ✓ 1.9 <b>Give examples</b> of services (producers) that people provide. (SL.1.2) 1.10 <b>Explain</b> differences between goods and services and describe how people are consumers and producers of goods and services. 1.11 <b>Describe</b> goods and services that are exchanged worldwide. 1.12 <b>Examine</b> different types of advertisements used to sell goods and services. 1.14 <b>Examine and analyze</b> economic concepts including basic needs vs. wants and the factors that could influence a person to use money or save money.

All About the Stories	<p><b>Culture –</b></p> <ul style="list-style-type: none"> <li>✓ 1.3 <b>Re-tell</b> stories from folk tales, myths, and legends from other cultures. (RL.1.2)</li> <li>1.6 <b>Describe</b> the meaning of the word Tennessee and its origin coming from the Cherokee name, Tannasi</li> <li>1.7 <b>Interpret</b> legends, stories, and songs that contribute to the development of cultures in Tennessee, including Cherokee, Chickasaw, Shawnee, and Creek tribes.</li> </ul> <p><b>History –</b></p> <ul style="list-style-type: none"> <li>✓ 1.40 <b>Differentiate</b> between fact and fiction when sharing stories or retelling events using primary and secondary sources. (RL.1.5)</li> </ul>	<p><b>Culture –</b></p> <ul style="list-style-type: none"> <li>• 1.1 <b>Explain</b> with supporting details the culture of a specific place, including a student's community and state. (SL.1.1)</li> <li>1.2 <b>Define</b> multiculturalism as many different cultures living within a community, state, or nation.</li> <li>✓ 1.4 <b>Use</b> collaborative conversations with diverse partners to discuss family customs and traditions. (SL.1.1)</li> </ul> <p><b>Government and Civics –</b></p> <ul style="list-style-type: none"> <li>1.25 <b>Identify</b> the current city/county Mayor, Governor, and President, and explain their roles in government</li> <li>1.29 <b>Describe</b> the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.</li> <li>1.30 <b>Summarize</b> that voting is a way of making choices and decisions.</li> <li>✓ 1.31 With guidance and support from adults, <b>use</b> a variety of digital tools to <u>produce and publish an informational text</u> on the importance of the voting process using facts and provide a concluding statement. (W.1.2 and W.1.6)</li> </ul>		<p><b>Economics –</b></p> <ul style="list-style-type: none"> <li>✓ 1.13 With prompting and support, <b>read</b> informational texts about major products and industries found in Tennessee, to include mining, music, tourism, automobile manufacturing, and agriculture. (RI.1.10)</li> </ul> <p><b>Geography –</b></p> <ul style="list-style-type: none"> <li>1.23 <b>Identify</b> the three Grand Divisions of Tennessee on a map and compare and contrast each division's major physical features.</li> </ul> <p><b>Government and Civics –</b></p> <ul style="list-style-type: none"> <li>1.32 <b>Recognize</b> that communities in Tennessee have a local government and compare/contrast this to our state and national government.</li> <li>✓ 1.34 <b>Create</b> a visual representation, <u>such as a graphic organizer</u>, of Tennessee symbols, including the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top). <u>Write an opinion piece explaining why you think these are/are not good choices</u>, including supporting detail. (W.1.1)</li> </ul> <p><b>History –</b></p> <ul style="list-style-type: none"> <li>1.41 <b>Identify</b> holidays, historic events, symbols, and famous people from Tennessee. Students will be introduced to the lives of Tennessee leaders and their contributions.</li> <li>✓ 1.43 Through the use of drawings, discussions, or writings, <b>express reasons</b> the contributions made from these Tennessee leaders were important in the development of the state: (SL.1.4)</li> </ul> <p>Nancy Ward                  • John Sevier                  • Sam Houston                  • Sam Davis                  • Casey Jones                  • Austin Peay                  • Anne Dallas Dudley                  • Cordell Hull                  • Cornelia Fort</p>
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