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| **First Nine Weeks** | | | | |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **Citizenship**  **Conflict/ Cooperation**  1.29 Describe 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. | Citizenship  Conflict  Cooperation | How can we be good citizens at home, school, and in our community?  What is cooperation?  How can conflicts be solved fairly at home, school, and in our community? | Students can define citizenship.  Students can distinguish good acts of citizenship by obeying the speed limit, not littering, and walking within the crosswalk. | Citizenship by Jason Skog  Good  Citizenship Counts by Marie Bender Abdo  Being a Good Citizen by Mary Small  **Social Studies Weekly:**   1. **Welcome to First Grade**   **5- Good Citizenship** |
| **Laws and Rules**  1.28 Give examples of rules and law through the use of drawings, discussions, or writings. | Laws  Rules | What is the purpose of rules?  How can rules and laws keep us safe?  What would happen if we didn’t have laws or rules? | Students will learn and communicate why we have rules.  Students will follow classroom rules and understand the logical consequences when they are broken. | Officer Buckle and Gloria by Peggy Rathman  Stellaluna by Janell Cannon  We the Kids by David Catro  **Social Studies Weekly:**  **4- Rules**  **15- Who’s In Charge?**  **Officer Buckle s** |
| **Constitution**  **Columbus Day**  **Pledge of Allegiance**  **Patriotic Symbols**  1.27 Explain that our state’s and country’s laws based upon the Constitution.  1.39 Use informational text to help describe the importance of these national holidays.  1.26 Explain 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. | Constitution  Columbus  Pledge of Allegiance  Patriotic | What does the Pledge of Allegiance mean to me?  Why do we have symbols?  What are symbols?  Why do we celebrate Columbus Day?  What is the Constitution? | Students will be able to explain that our state’s and country’s laws are based upon the Constitution.  Identify the parts of the Constitution. | U.S Constitution by Norman Pearl  We The Kids by David Catro  **Social Studies Weekly:**  **7- What is History?**  **17- I Am Responsible** |
| **Rights and Responsibilities**  **Respect**  1.29 Describe 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. | Rights  Responsibilities  Respect | How can rights and responsibilities keep us safe?  What are my responsibilities at home and at school? | Students will be able to differentiate between State and National Rules and Responsibilities. | **Social Studies Weekly:**  **16- I Am Responsible**  [http://library.thinkquest.org](http://library.thinkquest.org/J001709/thinkquest_values/introfolder/intropage)  [/J001709/thinkquest\_valu](http://library.thinkquest.org/J001709/thinkquest_values/introfolder/intropage)  [es/introfolder/intropage](http://library.thinkquest.org/J001709/thinkquest_values/introfolder/intropage)  [http://www.ehow.com/info](http://www.ehow.com/info_8096714_american-citizens-responsibilities.html)  [\_8096714\_american-](http://www.ehow.com/info_8096714_american-citizens-responsibilities.html)  [citizens-](http://www.ehow.com/info_8096714_american-citizens-responsibilities.html)  [responsibilities.html](http://www.ehow.com/info_8096714_american-citizens-responsibilities.html)  [http://www.brainpopjr.com/](http://www.brainpopjr.com/socialstudies/citizenship/rightsandresponsibilities/)  [socialstudies/citizenship/ri](http://www.brainpopjr.com/socialstudies/citizenship/rightsandresponsibilities/)  [ghtsandresponsibilities/](http://www.brainpopjr.com/socialstudies/citizenship/rightsandresponsibilities/) |

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| **Second Nine Weeks** | | | | |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **American Democracy**  **Mayor**  **Governor**  **Voting**  **President**  1.29 Describe the fundamental principles of American Democracy including respect for the rights, opinions and property of other, fair treatment for all, and respect for the rules by which they live.  1.25 Identify the current city/county Mayor, Governor, President, and explain their roles in government.  1.30 Summarize that voting is a way of making choices and decisions. | Democracy  Mayor  Governor  Voting  President | What does Democracy mean?  What does voting mean?  Why are they important?  Who is our President?  What does the President do? | Summarize that voting is a way of making choices and decisions.  Identify the leader of our country.  Identify what the role of the President is. | <http://www.congressforkids.net/Executivebranch_president.htm>  **Social Studies Weekly:**  **18-American Monuments**  **19- Presidents and Patriots**  **21- Rights and Responsibilities** |
| **Veteran’s Day**  **Thanksgiving Day**  1.39 Use informational text to help describe the importance of celebrating these national holidays: Veterans’ Day and Thanksgiving Day  1.1 Explain with supporting details the culture of a specific place, including a student’s community and state. | Veteran’s Day  Thanksgiving Day | What are the events that lead up to the first Thanksgiving Day?  What changes occurred over the years since the first Thanksgiving? | Students can describe the importance of Veterans’ Day  Students can describe the importance of Thanksgiving Day. | <http://www.scholastic.com/scholastic_thanksgiving/feast/>  **Social Studies Weekly:**  **11- The First Thanksgiving**  **12-American Indians of Tennessee** |

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| **Second Nine Weeks** | | | | |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **Maps and Globes**  **North and South Pole**  **Equator**  **Cardinal Directions**  1.24.Summarize in their own words, that a map in a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world.  1.16 Define and locate the North and South Poles on an equator.  1.18 Use cardinal directions on maps. | Maps  Globes  North Pole  South Pole  Equator | How are maps and globes the same?  How are they different?    Why do we need maps?  How do we use cardinal directions?  How do you find locations without directions? | Locate their home, neighborhood, and school on a map.  Locate continents and oceans on a map or globe.  Define what cardinal directions are. Locate places using cardinal directions on maps and globes. | My Map Book  by  Sara  Fanelli  Topographic Maps by Ian F. Mahaney Rosen  **Social Studies Weekly:**  **13- Maps** |

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| **Second Nine Weeks** | | | | |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **Holidays Around the World**  1.1 Explain with supporting details the culture of a specific place, including a student’s community and state. | Holidays | What is culture?  Pick two or three countries that you can go in depth teaching about customs and traditions (tie in Christmas/Holiday traditions). This unit is not just for teaching the Christmas/Holiday traditions but to extend to products that we may receive from that country and folk tales, myths, and legends from that country. | Identify through writing/ Powerpoint the differences in culture of various countries. | Christmas Around the World by Disney Press  Christmas Around the World by Hal Leonard Corporation  <http://www.allthingschristmas.com/northpole/aroundworld.html>  <http://www.kids-world-travel-guide.com/christmas-around-the-world.html> |

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| **Third Nine Weeks** | | | | |
| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **Maps and Map Keys**  **Continents**  **Landforms**  1.15 Recognize basic map symbols including references to land, water, cities, and roads.  1.20 Distinguish the difference between a continent, mountain, river, lake and ocean.  1.21 Describe how the location of the community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.  1.22 1.22 Construct 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. | Map  Map Key  Continent  Landform | What are map symbols?  How do map symbols help?  What is a map legend?  Which landform would you live in? | Locate cities, states, countries, continents, and bodies of water on a map or globe.  Distinguish the difference between a continent, mountain, river, lake and ocean. | Reading Rainbow: My America:  A poetry Atlas of the United  States  [http://player.discoveryeducation..](http://player.discoveryeducation..com/index.cfm?guidAssetId=854BEBD7-EFBA-4BCB-A43DCBFB7B2#9BAE&blnFromSearch)  [com/index.cfm?guidAssetId=854](http://player.discoveryeducation..com/index.cfm?guidAssetId=854BEBD7-EFBA-4BCB-A43DCBFB7B2#9BAE&blnFromSearch)  [BEBD7-EFBA-4BCB-](http://player.discoveryeducation..com/index.cfm?guidAssetId=854BEBD7-EFBA-4BCB-A43DCBFB7B2#9BAE&blnFromSearch)  [A43DCBFB7B2#9BAE&blnFrom](http://player.discoveryeducation..com/index.cfm?guidAssetId=854BEBD7-EFBA-4BCB-A43DCBFB7B2#9BAE&blnFromSearch)  [Search](http://player.discoveryeducation..com/index.cfm?guidAssetId=854BEBD7-EFBA-4BCB-A43DCBFB7B2#9BAE&blnFromSearch)  Are We There Yet?: Using Map  Scales by Gonzales, Doreen  Capstone  V is for Volunteer by Michael  Shoulder and Bruce Langton  Coasts by Sheila Anderson  Mountains by Sheila Anderson  Plains by Sheila Anderson  Plateaus by Sheila Anderson  Valleys by Sheila Anderson  The Four Oceans by Will Mara  [http://www.eduplace.com/kids/so](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/)  [csci/books/applications/imaps/ma](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/)  [ps/g2\_u2/](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u2/)  **Landforms:**  **Number  One**  [http://player.discoveryeducation.c](http://player.discoveryeducation.com/index.cfm?guidAssetId=94AACA27-9A40-4A62-9F67-FCE38976E&b1nFromSearch=1&productcode=US)  [om/index.cfm?guidAssetId=94AA](http://player.discoveryeducation.com/index.cfm?guidAssetId=94AACA27-9A40-4A62-9F67-FCE38976E&b1nFromSearch=1&productcode=US)  [CA27-9A40-4A62-9F67-](http://player.discoveryeducation.com/index.cfm?guidAssetId=94AACA27-9A40-4A62-9F67-FCE38976E&b1nFromSearch=1&productcode=US)  [FCE38976E&b1nFromSearch=1](http://player.discoveryeducation.com/index.cfm?guidAssetId=94AACA27-9A40-4A62-9F67-FCE38976E&b1nFromSearch=1&productcode=US)  [&productcode=US](http://player.discoveryeducation.com/index.cfm?guidAssetId=94AACA27-9A40-4A62-9F67-FCE38976E&b1nFromSearch=1&productcode=US)  **Social Studies Weekly:**  **14- Earth** |

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| **Standards** | **Vocabulary** | **Guiding Questions** | **Learning Outcomes** | **Content** |
| **MLK Jr. Day**  **Black History**  **Civil War**  **Past, Present, and Future**  1.39 Use informational text to help describe the importance of celebrating these national holidays.  1.35 Place events in students own lives in chronological order.  1.36 Produce complete sentences to describe people, places, things and events that relate to time, including the past, present, and future.  1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future. | Martin Luther King Jr. | How do you celebrate Dr. King Day?  Who was **Rosa Park**s?  Who was **Ruby Bridges**?  Who was **George W. Carver**?  Who was **Harriet Tubman**?  Who was **Booker T. Washington**?  Who was **Sarah E. Good**? | Use informational text to help describe the importance of celebrating Dr. Martin Luther King  Students will be able to give you at least 3 facts about each person.  The class will share their knowledge of major events in our nation’s history. | Martin’s Big Words by Doreen Rappaport  <http://mrnussbaum.com/rosa-parks/>  <http://www.ducksters.com/biography/women_leaders/harriet_tubman.php>  <http://www.ducksters.com/biography/booker_t_washington.php>  <http://americacomesalive.com/2012/02/08/sarah-e-goode-ca-1850-1909-inventor/#.U5H_58Y99g0>  **Social Studies Weekly:**  **6- Time**  **8- Past, Present and Future**  **9- Changes in Transportation**  **10-Fact or Opinions**  **20- Tennessee Heroes**  **26- More Tennessee Heroes** |
| **Needs and Wants**  **Save and Spending**  1.14 Examine and analyze economic concepts including basic needs vs wants and the factors that could influence a person to use money or save money. | Save  Spend  Money | What is the difference between a need and a want? | Analyze economic concepts such as basic needs and wants that could influence a person to spend or save money, | Discovery Education- Videos: The Difference Between Needs and Wants  Discovery Education- How Our Economy Works: All About Earning and Spending Money  <http://www.kidseconposters.com/posters/the-basics/goods-services/>  **Social Studies Weekly:**  **27- Money and Trade**  **28- Spend or Save** |

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| **Fourth Nine Weeks** | | | | | | | | |
| **Standards** | **Vocabulary** | | **Guiding Questions** | | **Learning Outcomes** | | **Content** | |
| **Advertisement**  **Goods and Services**  1.12 Examine different types of advertisements used to sell goods and services.  1.8 Give examples of products that people buy and use.  1.9 Give examples of services that people provide.  1.11 Describe the goods and services that are exchanged worldwide. | Advertisement  Goods  Services | | Why do companies advertise? | | Students will distinguish different types od advertisement used to sell goods and services.  Students will give examples of goods.  Students will give examples of services. | | Discovery Education- Videos: The Difference Between Needs and Wants  Discovery Education- How Our Economy Works: All About Earning and Spending Money  <http://www.kidseconposters.com/posters/the-basics/goods-services/>  **Social Studies Weekly:**  **24- Goods and Services**  **25- Jobs and Services** | |
| **Diversity/Culture**  **Multiculturalism**  **Traditions**  **Customs**   * 1. Explain with supporting detail culture of a specific place, including a students community and state.   1.5 Present the students family culture through the use of drawing, writing and/or media.  1.4 Use collaborative conversations with diverse partners to discuss family traditions and customs.1.2 Define multiculturalism as many different cultures living within a community, state, or nation. | Diversity  Culture  Traditions  Customs | | What is culture?  What is multiculturalism?  What are family customs and traditions?  What is one custom in their family? | | Explain what culture and multiculturalism are. | | We’re Different, We’re the Same by Bobbi Jane/Mathieu Kates  The Colors of the Rainbow by Jennifer/ Fabrega Moore- Mallinos  http://flavorwire.com/ 400364/10-great- multicultural-childrens- books  http:// www.pinterest.com/ search/pins/? q=multicultural %20crafts%20for %20kids&rs=ac&len=15  **Social Studies Weekly:**  **22- Communities** | |
| **Myths, Legends, Folktales**  1.3 Retell stories from folk tales, myths, and legends from other cultures. | Myths  Legends  Folktales | | What is the difference in a myth, legend, and folktale? | | Identify the differences in differences of various cultures. | | <http://www.allthingschristmas.com/northpole/aroundworld.html>  <http://www.kids-world-travel-guide.com/christmas-around-the-world.html> | |
| **Fourth Nine Weeks** | | | | | | | | |
| **Standards** | | **Vocabulary** | | **Guiding Questions** | | **Learning Outcomes** | | **Content** |
| **Tenneessee**  1.34 Create a visual representation, such as a graphic organizer, 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). Write an opinion piece explaining why you think these are/are not good choices, including supporting detail. | | (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top). | | How is our land used in Tennessee?  What are natural resources?  What are artificial features of the earth?  Which major products and industries are located in our city and state? | | Identify TN symbols  Identify how those symbols came to be.  Students will be able to create an agricultural/ industry map featuring major products and industries in TN.  Students will understand how we are dependent on natural resources. Students will distinguish between natural resources and artificial features of the earth. | | <http://www.state.tn.us/education/websymbs.shtml>  <http://www.maps.com/ref_map.aspx?pid=12745>  <http://tennesseegreat.weebly.com/natural-resources.html>  <http://www.kidport.com/RefLib/UsaGeography/facts/Tennessee.htm>  <http://www.enchantedlearning.com/usa/states/tennessee/>  **Social Studies Weekly:**  **3- Grand Divisions of Tennessee** |
| 1.23 Identify the three Grand Divisions of Tennessee on a map and compare and contrast each division’s major physical features.  1.13 With prompting and support, read informational texts about major products and industries found in Tennessee, to include mining, music, tourism, automobile manufacturing, and agriculture. | |  | |  | |  | |  |