

1st Grade Social Studies Teaching & Learning Framework*

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Launching Social Studies (2 weeks)	Our Earth, Our Home (4 weeks)	Personal Finance (3 weeks)	Thomas Jefferson & Benjamin Franklin (9 weeks)	Lewis & Clark with Sacagawea (4.5 weeks)	Theodore Roosevelt (4.5 weeks)	Southern US, George Washington Carver, & Ruby Bridges (9 weeks)
<i>What Does It Mean to be a Good Citizen?</i>	<i>Does Where We Live Really Matter?</i>	<i>How Can People Get What They Need or Want?</i>	<i>How Can One Person Improve Life for Other People?</i>	<i>How did Lewis and Clark with Sacagawea Change Our Nation?</i>	<i>In What Ways Did Theodore Roosevelt Demonstrate Perseverance?</i>	<i>How Did George Washington Carver and Ruby Bridges Overcome Obstacles in the Southern US?</i>

Map and Globe Skills 1, 2, 7
Information Processing Skills 1-7



Connecting Themes & Enduring Understandings **Geographic Understandings -Location**

Location Individuals, Groups, & Institutions Scarcity Time, Change, and Continuity Culture Production, Distribution, & Consumption <i>(Introduced Q1 & developed throughout the year.)</i>	SS1G2 Identify and locate his/her city, county, state, nation (country), and continent on a simple map or a globe. SS1G3 a, b, c Locates, Identifies and describes continents, oceans, and landforms		SS1G1a Describe how each historic figure in SS1H1a (Benjamin Franklin and Thomas Jefferson) were influenced by his or her time and place.	SS1G1b Describe how each historic figure in SS1H1a (Lewis & Clark Sacagawea) were influenced by his or her time and place.	SS1G1c Describe how each historic figure in SS1H1a (Theodore Roosevelt) was influenced by his or her time and place.	SS1G1d Describe how each historic figure in SS1H1a (George Washington Carver and Ruby Bridges) was influenced by his or her time and place.
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Historic Understandings – Individuals, Groups, and Institutions; Time, Change, and Continuity

			SS1H1a,b Read/ describe life of Benjamin Franklin and Thomas Jefferson. a. Identify the contributions. b. Describe how everyday life was similar to and	SS1H1a,b Read/ describe life of Lewis & Clark and Sacagawea. a. Identify the contributions. b. Describe how everyday life was similar to and	SS1H1a,b Read/ describe life of Theodore Roosevelt. a. Identify the contributions. b. Describe how everyday life was similar to and different from	SS1H1a,b Read/ describe life of George Washington Carver and Ruby Bridges. a. Identify the contributions. b. Describe how everyday life was
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*This framework is intended as a guide and is flexible to meet the needs of local schools and students.

			different from everyday life in the present.	different from everyday life in the present.	everyday life in the present.	similar to and different from everyday life in the present.
Civic/Government Understandings - Individuals, Groups, & Institutions; Culture						
	SS1CG2 Explore the concept of patriotism through the words in the songs <i>America</i> (My Country 'Tis of Thee) and <i>America the Beautiful</i> (ex: brotherhood, liberty, freedom, pride, etc.)		SS1CG1 Describe how historical figures (Benjamin Franklin and Thomas Jefferson) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.	SS1CG1 Describe how historical figures (Lewis & Clark and Sacagawea) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.	SS1CG1 Describe how historical figures (Theodore Roosevelt) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.	SS1CG1 Describe how historical figures (George Washington Carver and Ruby Bridges) display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.
Economic Understandings – Scarcity; Production, Distribution, & Consumption						
	SS1E1 Identify goods that people make and resources that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. SS1E3 Describe how people are both producers and consumers.	SS1E1 Identify goods that people make and resources that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. SS1E3 Describe how people are both producers and consumers. SS1E4 Explain that people earn income by working and that they must make choices about how to save and spend.	SS1E1 Identify goods that people make and resources that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. SS1E3 Describe how people are both producers and consumers.	SS1E1 Identify goods that people make and resources that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. SS1E3 Describe how people are both producers and consumers.	SS1E1 Identify goods that people make and resources that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. SS1E3 Describe how people are both producers and consumers.	SS1E1 Identify goods that people make and resources that people provide for each other. SS1E2 Scarcity is when unlimited wants are greater than unlimited resources. SS1E3 Describe how people are both producers and consumers.