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

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

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

^{*}This framework is intended as a guide and is flexible to meet the needs of local schools and students.

		different from	different from	everyday life in the	similar to and			
		everyday life in the	everyday life in the	present.	different from			
		present.	1 ' '	present.	everyday life in the			
		present.	present.					
	Civis/Covernmen	t II nelevete nelinge Indi	ividuals Croups 9 Inst	itutions. Cultura	present.			
221222 5 1 11	Civic/Government Understandings - Individuals, Groups, & Institutions; Culture							
SS1CG2 Explore the		SS1CG1 Describe how	SS1CG1 Describe how	SS1CG1 Describe how	SS1CG1 Describe how			
concept of patriotism		historical figures	historical figures	historical figures	historical figures			
through the words in		(Benjamin Franklin	(Lewis & Clark and	(Theodore Roosevelt)	(George Washington			
the songs America (N	У	and Thomas Jefferson)	Sacagawea) display	display positive	Carver and Ruby			
Country 'Tis of Thee)		display positive	positive character	character traits such	Bridges) display			
and America the		character traits such	traits such as:	as: fairness, respect	positive character			
Beautiful (ex:		as: fairness, respect	fairness, respect for	for others, respect for	traits such as:			
brotherhood, liberty,		for others, respect for	others, respect for the	the environment,	fairness, respect for			
freedom, pride, etc.)		the environment,	environment,	courage, equality,	others, respect for the			
		courage, equality,	courage, equality,	tolerance,	environment,			
		tolerance,	tolerance,	perseverance, and	courage, equality,			
		perseverance, and	perseverance, and	commitment.	tolerance,			
		commitment.	commitment.		perseverance, and			
					commitment.			
-	conomic Understandings –							
SS1E1 Identify goods	SS1E1 Identify goods	SS1E1 Identify goods	SS1E1 Identify goods	SS1E1 Identify goods	SS1E1 Identify goods			
that people make and	· ·	that people make and	that people make and	that people make and	that people make and			
resources that people		resources that people	resources that people	resources that people	resources that people			
provide for each other	•	provide for each	provide for each	provide for each	provide for each			
SS1E2 Scarcity is whe	•	other.	other.	other.	other.			
unlimited wants are	unlimited wants are	SS1E2 Scarcity is when	SS1E2 Scarcity is when	SS1E2 Scarcity is when	SS1E2 Scarcity is when			
greater than unlimite	greater than unlimited	unlimited wants are	unlimited wants are	unlimited wants are	unlimited wants are			
resources.	resources.	greater than unlimited	greater than unlimited	greater than	greater than			
SS1E3 Describe how	SS1E3 Describe how	resources.	resources.	unlimited resources.	unlimited resources.			
people are both	people are both	SS1E3 Describe how	SS1E3 Describe how	SS1E3 Describe how	SS1E3 Describe how			
producers and	producers and	people are both	people are both	people are both	people are both			
consumers.	consumers.	producers and	producers and	producers and	producers and			
	SS1E4 Explain that	consumers.	consumers.	consumers.	consumers.			
	people earn income by							
	working and that they							
	must make choices							
	about how to save and							
	spend.							