

# MCPS CURRICULUM GUIDE – Social Studies

## GRADE 1



### COURSE SEQUENCE/Pacing

#### First Nine Weeks

- SOL 1.10 – Traits of good citizenship
- SOL 1.4 – Map skills
- SOL 1.3 – Major holidays/leaders (Columbus Day) \*

#### Second Nine Weeks

- SOL 1.1 – Past and present
- SOL 1.5 – Construction of simple maps/use of symbols
- SOL 1.12 – Community diversity/contributions/common principles

#### Third Nine Weeks

- SOL 1.3 -- Major holidays/leaders (President's Day)
- SOL 1.2 – American leaders and contributions (Lincoln, Washington) \*
- SOL 1.11 – Patriotic symbols
- SOL 1.6 – Effects of location/climate/physical surroundings
- SOL 1.5 – Construction of simple maps/use of symbols (**revisit for applications with diversity**) \*

#### Fourth Nine Weeks

- SOL 1.3 – Major holidays/leaders (Independence Day) \*
- SOL 1.7 – Goods and services
- SOL 1.8 – Making choices
- SOL 1.9 – Saving money
- **REVIEW of SOLs 1.1-1.12**

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>1.10 The student will apply the traits of a good citizen by</p> <p>a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;</p> <p>b) working hard in school;</p> <p>c) taking responsibility for one’s own actions;</p> <p>d) valuing honesty and truthfulness in oneself and others.</p> <p>Good citizens show a variety of positive traits.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• make decisions based on information.</li> <li>• differentiate between points of view held by self and others.</li> <li>• participate in groups and democratic society.</li> <li>• follow oral and written directions.</li> </ul>	<p><b>What are some good traits of citizens?</b></p> <p><u>Students can demonstrate good citizenship by</u></p> <ul style="list-style-type: none"> <li>• Playing fairly</li> <li>• Exhibiting good sportsmanship</li> <li>• Helping others</li> <li>• Treating others with respect</li> <li>• Recognizing the purpose of rules</li> <li>• Practicing self-control</li> <li>• Working hard in school</li> <li>• Taking responsibility for one’s own actions</li> <li>• Valuing honesty and truthfulness in oneself and others</li> <li>• Participating in classroom decision-making</li> </ul>	<p><u>Our World Then and Now</u> Five Ponds Press p. 50-51</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 5-12</p> <p><a href="#">Teaching Citizenship’s Five Themes</a></p> <p><a href="#">Citizenship Resource Links</a></p> <p><a href="#">Character Counts Lesson Plan Bank</a></p>

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<p>1.10 The student will apply the traits of a good citizen by</p> <p>f) participating in classroom decision-making through voting.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• make decisions based on information.</li> <li>• differentiate between points of view held by self and others.</li> <li>• participate in groups and democratic society.</li> <li>• follow oral and written directions.</li> </ul>	<p><b>Why do people vote?</b></p> <p><u>Reasons for voting</u></p> <ul style="list-style-type: none"> <li>• To voice your self-interest</li> <li>• To take part in the process</li> </ul>		<p><i>Ben’s Guide to U.S. Government for Kids</i></p> <p><a href="http://bensguide.gpo.gov/k-2/index.html">http://bensguide.gpo.gov/k-2/index.html</a></p>



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<p>1.4 The student will develop map skills by recognizing basic map symbols, including</p> <p>a) references to land, water, cities, and roads.</p> <p>b) using cardinal directions on maps.</p> <p>Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and use cardinal directions.</li> <li>• Locate areas on maps.</li> <li>• Interpret simple maps and globes.</li> <li>• Use maps of familiar objects or areas.</li> <li>• Differentiate color symbols on maps and globes.</li> </ul>	<p><b>How are land, water, cities, and roads shown on a map?</b></p> <p><b>What are the cardinal directions?</b></p> <p>The terms <i>north</i>, <i>east</i>, <i>south</i>, and <i>west</i> are used to determine location on simple maps.</p> <p><u>Terms to Know</u></p> <ul style="list-style-type: none"> <li>• Map: A drawing that shows what places look like from above and where they are located</li> <li>• Globe: A round model of the Earth</li> <li>• Symbol: A picture or thing that stands for something else</li> <li>• Cardinal directions: The directions of north, east, south, west</li> </ul> <p><u>Map Symbols to Identify</u></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Water</li> <li>• Cities</li> <li>• Roads</li> </ul>	<p><u>Our World Then and Now</u> Five Ponds Press p. 28-29 p. 33-34</p> <p><u>Activities and Assessments Binder:</u> Map Placemat p. 26 A Class Map p. 27 A Mystery Town p. 29</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 56-72</p> <p><a href="#">How to Read a Compass Rose</a></p>

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<p>1.4 The student will develop map skills by</p> <p>c) identifying the physical shape of the United States and Virginia on maps and globes.</p> <p>d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.</p> <p>The United States and Virginia can be identified by their physical shapes on maps and globes.</p> <p>The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.</p> <p><b>Skills</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and use cardinal directions.</li> <li>• Locate areas on maps.</li> <li>• Interpret simple maps and globes.</li> <li>• Use maps of familiar objects or areas.</li> <li>• Differentiate color symbols on maps and globes.</li> </ul>	<p><b>Where is the United States located on a globe?</b></p> <p><b>Where is the United States located on a world map?</b></p> <p><b>Where is Virginia located on a United States map?</b></p> <p><b>Where are the capital cities of Washington, D.C., and Richmond, Virginia, located on a United States map?</b></p> <p>Virginia and the United States may be located by their physical shapes on maps and globes.</p> <p>The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United States map.</p>	<p><b><u>Our World Then and Now</u></b> Five Ponds Press p. 28-29 p. 33-34</p> <p><b><u>Me on the Map</u></b> by Joan Sweeney and Annette Cable</p> <p><b><u>Mapping Penny's World</u></b> by Loreen Leedy</p>	<p><b><u>TAH First Grade Resource Room</u></b> (Log into Moodle and go to K-1 Social Studies)</p> <p><b><u>Enhanced Scope and Sequence Activities and Assessments:</u></b> p. 56-72</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 1.3 The student will study the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July).</p> <p>Major holidays are celebrated to remember certain important leaders and events of the past.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Collect, organize, and record information.</li> <li>• Use a calendar.</li> </ul>	<p><b>Why do people celebrate holidays?</b></p> <p><b>Who are the people most associated with these holidays?</b></p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>• Holiday: A day on which something or someone is honored or remembered.</li> </ul> <p><u>Holidays to know</u></p> <ul style="list-style-type: none"> <li>• Columbus Day: This is a day to remember Christopher Columbus, who was given the credit for discovering America. It is observed in October.</li> <li>• Presidents’ Day: This is a day to remember all United States Presidents, especially George Washington and Abraham Lincoln. It is observed in February.</li> <li>• Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America’s birthday. It is observed in July.</li> </ul>	<p><u>Our World Then and Now</u> Five Ponds Press p. 24-27</p> <p><u>Activities and Assessments Binder:</u>                      Discovering Columbus p. 20                      “Spending” Time with the Presidents p. 21                      The Fact Bank p. 22                      Happy Half-Birthday! p. 23                      Happy Holidays p. 24</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 50-51</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish among past, present and future.</p> <p>Past and present times are different.</p> <p>Everyday life changes in different places and times.</p> <p>The sequence of events can be shown on a time line.</p> <p><b>Skills</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Gather and classify information.</li> <li>• Interpret concepts expressed by pictures.</li> <li>• Use time lines.</li> <li>• Sequence events in chronological order.</li> </ul>	<p><b>How have schools changed over time?</b></p> <p><b>How have communities changed over time?</b></p> <p><b>How has transportation changed over time?</b></p> <p><b>How has family life changed over time?</b></p> <p><b>What does a time line show about the past and present?</b></p> <p><b>How might a community change in the future?</b></p> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Community: A place where people live, work, and play.</li> <li>• Change: Something that happens to make things different.</li> <li>• Family: A group of people who care for one another.</li> <li>• Past: Things that have already happened.</li> <li>• Present: Things that are happening right now.</li> <li>• Future: Things that may happen someday.</li> </ul>	<p><u><a href="#">Our World Then and Now</a></u> Five Ponds Press p. 4-15</p> <p><u><a href="#">Activities and Assessments Binder:</a></u></p> <p><u><a href="#">Little House on the Prairie</a></u> Wilder</p> <p><u><a href="#">Long Ago and Today</a></u> by Williams</p> <p><u><a href="#">Yonder</a></u> by Tony Johnston</p> <p><u><a href="#">Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy</a></u> Waters</p> <p><u><a href="#">Sarah Morton’s Day: A Day in the Life of a Pilgrim Girl</a></u> Kate Waters</p> <p><u><a href="#">Old Time Toys</a></u> Schimpky</p> <p><u><a href="#">The Kitchen</a></u> Kalman</p> <p><u><a href="#">A One-Room School</a></u> Kalman</p> <p><u><a href="#">Those Building Men</a></u> Johnson</p>	<p><u><a href="#">TAH First Grade Resource Room</a></u> (Log into Moodle and go to K-1 Social Studies)</p> <p><u><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a></u></p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials															
<p>Continued</p> <p><b>SOL 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish among past, present and future.</b></p> <p>Past and present times are different.</p> <p>Everyday life changes in different places and times.</p> <p>The sequence of events can be shown on a time line.</p> <p><u><b>Skills</b></u>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Gather and classify information.</b></li> <li>• <b>Interpret concepts expressed by pictures.</b></li> <li>• <b>Use time lines.</b></li> <li>• <b>Sequence events in chronological order.</b></li> </ul>	<p>Time lines show the sequence of events occurring in the past or in the present.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">PAST</th> <th style="width: 33%;">PRESENT</th> <th style="width: 33%;">FUTURE</th> </tr> </thead> <tbody> <tr> <td><b>Schools</b> Small one-room buildings</td> <td><b>Schools</b> Large buildings with many rooms</td> <td><b>Schools</b> <b>Virtual schools</b></td> </tr> <tr> <td><b>Communities</b> Smaller than today, fewer people</td> <td><b>Communities</b> Larger than in past, more people</td> <td><b>Communities</b> <b>Larger Online</b></td> </tr> <tr> <td><b>Transportation</b> Walking, riding horses, or riding in wagons</td> <td><b>Transportation</b> Riding in cars, airplanes, trains, and space shuttles</td> <td><b>Transportation</b> <b>Electric and Solar cars</b></td> </tr> <tr> <td><b>Family Life</b> Handmade clothes, homemade games, family vegetable gardens</td> <td><b>Family Life</b> Store-bought clothes, electronic games, microwave food</td> <td><b>Family Life</b> <b>Custom Clothes</b> <b>Online</b> <b>Virtual games</b></td> </tr> </tbody> </table>	PAST	PRESENT	FUTURE	<b>Schools</b> Small one-room buildings	<b>Schools</b> Large buildings with many rooms	<b>Schools</b> <b>Virtual schools</b>	<b>Communities</b> Smaller than today, fewer people	<b>Communities</b> Larger than in past, more people	<b>Communities</b> <b>Larger Online</b>	<b>Transportation</b> Walking, riding horses, or riding in wagons	<b>Transportation</b> Riding in cars, airplanes, trains, and space shuttles	<b>Transportation</b> <b>Electric and Solar cars</b>	<b>Family Life</b> Handmade clothes, homemade games, family vegetable gardens	<b>Family Life</b> Store-bought clothes, electronic games, microwave food	<b>Family Life</b> <b>Custom Clothes</b> <b>Online</b> <b>Virtual games</b>	<p><u><b>Our World Then and Now</b></u> Five Ponds Press p. 4-15</p> <p><u><b>Activities and Assessments Binder:</b></u>  Once Upon a Time p. 2  A Long-Ago School Day p. 3  Small Town, Big City p. 4  Then and Now p. 5  Slow and Fast p. 6  Before Batteries p. 7  Past and Present p. 8</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 29-36</p>
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<p><b>SOL 1. 5</b> The student will construct a simple map of a familiar area, using basic map symbols in the map legend.</p> <p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>People who make maps include a map legend.</p> <p>A map legend includes symbols that represent objects and places.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and use cardinal directions.</li> <li>• Make and use simple map symbols.</li> <li>• Draw maps of familiar objects or areas.</li> <li>• Use a map legend.</li> </ul>	<p><b>What is included when making a map?</b></p> <p><b>What information is learned from a map legend?</b></p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>• Map legend: A list of shapes and symbols used on a map and an explanation of what each stands for.</li> </ul> <p>Maps include symbols that are pictures that stand for something else.</p> <p>Most maps have legends including symbols that represent objects and places.</p> <p>Maps include the cardinal directions of north, east, south, and west.</p>	<p><u>Our World Then and Now</u> Five Ponds Press p. 36-37</p> <p><u>Activities and Assessments Binder:</u> Map Placemat – VA p. 28 Mystery Town p. 30 More Map Fun p. 31</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 64-66</p>

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<p>SOL 1.12 The student will recognize that communities in Virginia</p> <ol style="list-style-type: none"> <li>a) have local governments.</li> <li>b) benefit from people who volunteer in their communities.</li> <li>c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.</li> </ol> <p>Communities in Virginia include people with different ethnic origins, customs, and traditions.</p> <p>Most Virginians contribute to their communities and are united as Americans by common principles and traditions.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret ideas and events expressed in the media.</li> <li>• Draw conclusions and make generalizations of data.</li> <li>• Gather, classify, and interpret information.</li> </ul>	<p style="color: red;"><b>How do people of different ethnic origins, customs, and traditions participate in and contribute to their community?</b></p> <p style="color: red;"><b>What common principles and traditions unite people as Americans?</b></p> <p>Communities in Virginia include people of different ethnic origins who come from different places around the world. Most Virginians make valuable contributions to their communities.</p> <p>People celebrate American holidays and traditions in addition to their own cultural holidays and traditions.</p> <p>People in our communities are united as Americans by common principles and traditions, such as celebrating Independence Day (Fourth of July) and pledging allegiance to the flag.</p>	<p><u>Our World Then and Now</u> Five Ponds Press p. 56-59</p> <p><u>Activities and Assessments Binder:</u> A Trio of Diversity Projects p. 46 The Things We Share p. 47</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 122-133</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 1.3 The student will study the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July).</p> <p>Major holidays are celebrated to remember certain important leaders and events of the past.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Collect, organize, and record information.</b></li> <li>• <b>Use a calendar.</b></li> </ul>	<p><b>Why do people celebrate holidays?</b></p> <p><b>Who are the people most associated with these holidays?</b></p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>• Holiday: A day on which something or someone is honored or remembered.</li> </ul> <p><u>Holidays to know</u></p> <ul style="list-style-type: none"> <li>• Columbus Day: This is a day to remember Christopher Columbus, who was given the credit for discovering America. It is observed in October.</li> <li>• Presidents’ Day: This is a day to remember all United States Presidents, especially George Washington and Abraham Lincoln. It is observed in February.</li> <li>• Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America’s birthday. It is observed in July.</li> </ul>	<p><u>Our World Then and Now</u> Five Ponds Press p. 24-27</p> <p><u>Activities and Assessments Binder:</u>                      Discovering Columbus p. 20                      “Spending” Time with the Presidents p. 21                      The Fact Bank p. 22                      Happy Half-Birthday! p. 23                      Happy Holidays p. 24</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 50-51</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children's Literature	Supporting Materials
<p>SOL 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver and Eleanor Roosevelt.</p> <p>Important deeds were accomplished by people who became American leaders.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use information from print and non-print sources.</li> <li>• Use resource materials.</li> <li>• Gather and classify information.</li> </ul>	<p><b>What contributions do we remember that were made by George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver and Eleanor Roosevelt?</b></p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>• Contribution: The act of giving or doing something.</li> </ul> <p><u>People to know</u></p> <ul style="list-style-type: none"> <li>• George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first President of the United States. He is known as the "Father of Our Country."</li> <li>• Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America.</li> <li>• Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a United States President. He was known as "Honest Abe."</li> <li>• George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.</li> <li>• Eleanor Roosevelt: She was a leader for equal rights for all people. She volunteered for many organizations.</li> </ul>	<p><u>Our World Then and Now</u> Five Ponds Press p. 16-23</p> <p><u>Activities and Assessments Binder:</u> A Little Book About Washington p. 10 First Things First p. 11 Benjamin Franklin and His Contributions p. 45 Ben Franklin's Kite p. 12 Big Ben! p. 13 Abraham Lincoln and His Contributions p. 46-47 The House That Lincoln Built p. 14 Lincoln's Hat Reader's Theater p. 15</p> <p><i>A Picture Book of... Abraham Lincoln</i> Adler <i>Benjamin Franklin</i> <i>George Washington Carver</i> <i>George Washington</i> <i>Eleanor Roosevelt</i> <i>Who Was Eleanor Roosevelt?</i> Thompson <i>Who Was George Washington?</i> by Roberta Edwards</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 41-49</p>

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<p>SOL 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by</p> <p>a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty.</p> <p>b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.</p> <p>The United States has patriotic symbols and traditions.</p> <p>Patriotic symbols and traditions honor the people and the history of the United States.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and explain symbols.</li> <li>• Gather, classify, and interpret information.</li> </ul>	<p><b>What are some patriotic symbols and traditions of the United States?</b></p> <p><b>How do citizens demonstrate respect for the American flag and the United States?</b></p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>• Symbol: A picture or thing that stands for something else</li> <li>• Tradition: A custom or belief that happens over a long period of time</li> <li>• Patriotic: Showing respect for and love of country</li> <li>• American flag: A flag representing the United States</li> </ul> <p><u>Patriotic symbols of the United States</u></p> <ul style="list-style-type: none"> <li>• American flag</li> <li>• Bald eagle</li> <li>• Washington Monument</li> <li>• Statue of Liberty</li> </ul> <p>Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.</p>	<p><u>Our World Then and Now</u> Five Ponds Press p. 52-58</p> <p><u>Activities and Assessments Binder:</u> A Patriot’s Puzzler p. 43 All American Headbands p. 44 We Love American p. 45</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 13-23</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 1.6 The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p> <p>Geography includes the study of location, climate, and physical surroundings.</p> <p>Location, climate, and physical surroundings affect the way people live.</p> <p><b>Skills</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify primary ideas expressed in graphic data.</li> <li>• Use information from print and non-print sources.</li> <li>• Use resource materials.</li> <li>• Gather and classify information.</li> <li>• Use and explain simple charts.</li> </ul>	<p><b>How does location affect how people live?</b></p> <p><b>How does climate affect the way people live?</b></p> <p><b>How do physical surroundings affect the way people live?</b></p> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Location: Where people live.</li> <li>• Climate: The kind of weather an area has over a long period of time.</li> <li>• Physical surroundings: Land and bodies of water.</li> <li>• Season: Any one of the four phases of the year (spring, summer, fall, or winter).</li> </ul> <p>Location, climate, and physical surroundings affect the way people meet their basic needs, including the foods they eat, the clothing they wear, and the kinds of houses they build.</p> <p>Geography affects how people travel from one place to another and determines what is available for recreation.</p>	<p><b><u>Our World Then and Now</u></b> Five Ponds Press p. 39-43</p> <p><b><u>Activities and Assessments Binder:</u></b> Where in the World? p. 32 Animal Planet p. 33 Getting Hot, Getting Cold p. 34 Different Lands p. 35</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 75-87</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p><b>SOL 1.5</b> The student will construct a simple map of a familiar area, using basic map symbols in the map legend.</p> <p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>People who make maps include a map legend.</p> <p>A map legend includes symbols that represent objects and places.</p> <p><b>Skills</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and use cardinal directions.</li> <li>• Make and use simple map symbols.</li> <li>• Draw maps of familiar objects or areas.</li> <li>• Use a map legend.</li> </ul>	<p><b>What is included when making a map?</b></p> <p><b>What information is learned from a map legend?</b></p> <p><b>Terms to Know</b></p> <ul style="list-style-type: none"> <li>• Map legend: A list of shapes and symbols used on a map and an explanation of what each stands for.</li> </ul> <p>Maps include symbols that are pictures that stand for something else.</p> <p>Most maps have legends including symbols that represent objects and places.</p> <p>Maps include the cardinal directions of north, east, south, and west.</p>	<p><a href="#">Our World Then and Now</a> Five Ponds Press p. 36-37</p> <p><b>Activities and Assessments Binder:</b>  <a href="#">Map Placemat</a> p. 28  <a href="#">Mystery Town</a> p. 30  <a href="#">More Map Fun</a> p. 31</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 64-66</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 1.3 The student will study the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July).</p> <p>Major holidays are celebrated to remember certain important leaders and events of the past.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Collect, organize, and record information.</b></li> <li>• <b>Use a calendar.</b></li> </ul>	<p><b>Why do people celebrate holidays?</b></p> <p><b>Who are the people most associated with these holidays?</b></p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>• Holiday: A day on which something or someone is honored or remembered.</li> </ul> <p><u>Holidays to know</u></p> <ul style="list-style-type: none"> <li>• Columbus Day: This is a day to remember Christopher Columbus, who was given the credit for discovering America. It is observed in October.</li> <li>• Presidents’ Day: This is a day to remember all United States Presidents, especially George Washington and Abraham Lincoln. It is observed in February.</li> <li>• Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America’s birthday. It is observed in July.</li> </ul>	<p><u>Our World Then and Now</u> Five Ponds Press p. 24-27</p> <p><u>Activities and Assessments Binder:</u> Discovering Columbus p. 20 “Spending” Time with the Presidents p. 21 The Fact Bank p. 22 Happy Half-Birthday! p. 23 Happy Holidays p. 2</p> <p><b><i>If I Were President</i></b> by Catherine Stier and Dyanne Disalvo-Ryan</p> <p><b><i>Grace For President</i></b> by Kelly DiPucchio and LeUyen Pham</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 50-51</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p> <p>Goods and services satisfy people’s needs and wants.</p> <p>People are consumers when they buy or use goods and services.</p> <p>People are producers when they make goods or provide services.</p> <p>Most people are both consumers and producers.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Collect, organize, and record information.</b></li> <li>• <b>Gather and classify information.</b></li> </ul>	<p><b>What are goods?</b></p> <p><b>What are services?</b></p> <p><b>Who is a consumer?</b></p> <p><b>Who is a producer?</b></p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>• Goods: Things people make or use to satisfy needs and wants.</li> <li>• Services: Activities that satisfy people’s needs and wants.</li> <li>• Consumer: A person who uses or buys goods and services.</li> <li>• Producer: A person who makes goods or provides services.</li> </ul>	<p><u>Our World Then and Now</u> Five Ponds Press p. 45-47</p> <p><u>Activities and Assessments Binder:</u> But I WANT It p. 36</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 97-108</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 1.8 The student will explain that people make choices because they cannot have everything they want.</p> <p>People make choices because they cannot have everything they want.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Make decisions based on information.</li> <li>• Explain cause and effect relationships.</li> </ul>	<p><b>What happens when people cannot have everything they want?</b></p> <p>People cannot have all the goods and services they want.</p> <p>They must choose some things and give up others.</p>	<p><u>Our World Then and Now</u> Five Ponds Press p. 46-49</p> <p><u>Activities and Assessments Binder:</u> A Day at the Beach p. 37 Spending and Saving p. 38 Things We Need and Want p. 39</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 111-115</p>

VA Standards of Learning (SOL) Essential Understandings and Skills	Essential Questions and Knowledge	Textbook and Children’s Literature Connections	Supporting Materials
<p>SOL 1. 9 The student will recognize that people save money for the future to purchase goods and services.</p> <p>People can choose to spend or save money.</p> <p>To save money, people give up spending now in order to buy goods and services in the future.</p> <p><u>Skills</u> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Make decisions based on information.</li> </ul>	<p><b>Why do people save money?</b></p> <p><b>What is saving?</b></p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>• Money: Paper bills and coins are used to pay for goods and services.</li> <li>• Savings: Money not spent now so it can be spent in the future.</li> </ul> <p>People save: To buy something later when they have enough money.</p>	<p><u>Our World Then and Now</u> Five Ponds Press p. 46-49</p> <p><u>Activities and Assessments Binder:</u> Spending and Saving, p. 40</p>	<p><a href="#">TAH First Grade Resource Room</a> (Log into Moodle and go to K-1 Social Studies)</p> <p><a href="#">Enhanced Scope and Sequence Activities and Assessments:</a> p. 116-119</p>