

**Social Studies Next Generation Sunshine State Standards  
Curriculum, Alignment, and Assessment Instructional  
Guide**

**Grade: First Grade**

**Instructional Period: First 9 Weeks**

**Suggested Length of Study: 1 Week**

**Body of Knowledge  
Civics and Government**

**NGSSS Benchmarks:**

SS.1.C.1.1 Explain the purpose of rules and laws in the school and community. *Examples are keeping order and ensuring safety*

SS.1.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. *Examples are principals, teachers, parents, government leaders, and police.*

SS.1.C.1.3 Give examples of the use of power without authority in the school and community. *Examples are bullying, stealing, and peer pressure.*

SS.1.C.2.1 Explain the rights and responsibilities students have on the school community. *Examples are do not litter, come to school on time, have a safe learning environment.*

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community. *Examples are follow rules, care about the environment, and respect others.*

**Big Idea/Topic of Study  
Rules and Laws**

**Essential Questions:**

1. Why are rules important?
2. What are the roles of the principals, teachers and other administrators and what would our school look like without them?
3. What is the difference between a right and responsibility?
4. What are the characteristics of a responsible student?

**Essential Vocabulary:**

laws, rules, responsibility, behavior, reward, consequence, citizenship, rights, characteristic, safety

**Misconceptions:**

When you grow up you don't have rules to follow.  
The President makes all the rules.  
Some schools don't have rules.  
Some rules are optional to follow.  
Teachers make up rules just to be mean.  
Rewards are given, not earned.

**Literacy Strands:**

Prediction  
Cause and Effect  
Main Idea

<p><b>Suggested Learning Activities:</b></p> <p>Prediction – ex: What would our classroom look like without rule?  Cause and Effect – ex: What happens when people don't follow rules or act in a responsible manner?  Identify rules that a character from a read aloud had to follow and why.  Draw a picture of students following class rules versus not following class rules.  Using the Student Code of Conduct discuss the concept of rules, laws, and consequences.  As a class/grade level adopt one portion of the school grounds to keep clean. Discuss how this shows responsibility and citizenship.</p>	
<p><b>United Streaming Resources:</b></p> <p>Safety Rules for School (10:39)  A Kid's Guide: Rules (21:31)</p>	<p><b><u>Leveled Reader/ Other Literature Connections:</u></b></p> <p><i>Do Unto Otters: A Book About Manners</i> by Laurie Keller  <i>I Hate Rules!</i> by Nancy Krulik  <i>The Rules</i> by Marty Kelley  <i>Officer Buckle and Gloria</i> by Peggy Rathmann</p> <p><b><u>Leveled Readers:</u></b></p> <p><i>Making Rules</i> by Barbara Wood  <i>Who Makes the Rules?</i> by Barbara Wood  <i>How Do Rules Get Made?</i> by Barbara Wood</p>
<p><b>Primary/Secondary Sources:</b></p> <p>Poster of Class Rules  Behavior Chart</p>	<p><b><u>Cross-Curricular Connections:</u></b></p> <p><b><u>Reading : Retell the main idea of a read aloud . How did the character show responsibility?</u></b></p> <p><b><u>Writing: Write a story about a time when you had to follow the rules. Art: Draw a picture of our school with and without rules. Be sure to include teachers, principal, and students in the picture.</u></b></p>
<p><b>Teaching Tools (Resources)</b></p> <p>Reward/Consequence System  (Classroom Behavior System)</p>	<p><b><u>On-Line Resources:</u></b></p> <p><a href="http://www.consciousdiscipline.com">http://www.consciousdiscipline.com</a> (ideas for classroom management)  <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a> (“A Guide to U.S. Government for Kids”)</p>
<p><b>On-going Assessment Ideas:</b></p> <p>Have students look at a picture of a classroom where children are not being safe and then a picture of a classroom where students are being safe and have them identify the differences and explain why being safe is important.  Have students circle pictures of students being good citizens on a worksheet with students showing good citizenship and poor citizenship.  Have students share why they think each classroom rule is important.</p>	

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**Grade: First Grade**

**Instructional Period: First 9 Weeks**

**Suggested Length of Study: 2 Weeks**

**Body of Knowledge**  
**Civics and Government**

**NGSSS Benchmarks:**

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community. *Examples are responsible decision making, classroom jobs, and school service projects.*  
SS.1.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways. *Examples are talking about problems, role playing, listening, and sharing.*

**Big Idea/Topic of Study**  
**Conflict Resolution**

**Essential Questions:**

1. **How can you better our school?**
2. **How can you resolve a conflict?**
3. **Why is it important to be fair?**

**Essential Vocabulary:**

respect, fairness, bully, bullying, problem solving, safety, responsibility, right, wrong, conflict

**Misconceptions:**

Students automatically get in trouble with the School Resource Officer and can be arrested for breaking school rules.  
It is okay to hit a student if they hit you first.  
If you see students fighting, the best choice is to try to break up the fight yourselves.  
Rewards and consequences are the same for everyone.  
Only adults can change things.

**Literacy Strands:**

Cause and Effect  
Predicting  
Problem Solving

**Suggested Learning Activities:**

Cause and Effect – ex: If we didn’t have rules, what would our classroom look like?  
Set Goals – ex: What can our class do to promote respect and positive problem solving?  
Illustrate and label pictures of children being fair and showing respect to each other  
As a class identify a problem at school/community that the class could try to improve. Brainstorm possible solutions and what action could they try?  
Create a classroom rules to live by chart that the entire class signs.  
Role play to practice conflict resolution.  
Compare and contrast rules and laws, including their consequences.  
Create a classroom job chart. Discuss how these jobs make their classroom and school a better place.

<p><b>United Streaming Resources:</b>  Balltown: Bullying and Teasing Part 1 (10:49)  Balltown: Bullying and Teasing Part 2 (10:58) (10:49)</p>	<p><b><u>Leveled Reader/ Other Literature Connections:</u></b>  <i>Bully</i> by Judith Caseley  <i>The Berenstain Bears and the Bully</i> by Stan and Jan Berenstain,  <i>Stop Picking On Me: A First Look At Bullying</i> by Pat Thomas  <i>The Recess Queen</i> by Alexis O’Neill  <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell  <i>Being Fair</i> by Robin Nelson</p>
<p><b>Primary/Secondary Sources:</b>  Illustrations of positive and negative classroom environments for group discussion</p>	<p><b>Cross-Curricular Connections:</b>  Writing –ex: illustrate and label pictures of children being fair and showing respect to each other.</p> <ul style="list-style-type: none"> <li>• Dramas (Arts) – Role play appropriate and inappropriate problem solving.</li> <li>• Reading – Cause and effect chart of good decision making versus bad decision making.</li> </ul>
<p><b>Teaching Tools (Resources)</b>  Multi-Flow Map (Cause and Effect of Bullying)</p>	<p><b><u>On-Line Resources:</u></b>  Safari Montage Videos  <a href="http://www.mapthemind.com/thinkingmaps/thinkingmaps.html">http://www.mapthemind.com/thinkingmaps/thinkingmaps.html</a> (Thinking Maps)  <a href="http://www.bookladymel.com/thinkingmaps">http://www.bookladymel.com/thinkingmaps</a> (Thinking Maps)</p>
<p><b>On-going Assessment Ideas:</b>  Students circle pictures of children solving conflicts in positive ways.  Students role play positive solutions to conflict resolutions.  Students are able to draw pictures of students being safe at school.  Explain how <i>fair and just</i> solutions resolve problems better than other ways.</p>	

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**Grade: First Grade**

**Instructional Period: First 9 Weeks**

**Suggested Length of Study: 3 Weeks**

**Body of Knowledge  
American History**

**NGSSS Benchmarks:**

SS.1.A.1.1 Develop an understanding of a primary source. *Examples are pictures, letters, audio/video recordings, and books.*

SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about historical topic. *Examples of sources are technology, video recordings, and books.*

SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events and our nation's ethnic heritage. *Examples are Veteran's Day, Thanksgiving, Martin Luther King, Jr. Day, President's Day, Memorial Day, and Independence Day.*

SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage and responsibility. *Examples are Presidents, war veterans, community members, and leaders.*

SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy. *Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President of the United States.*

**Big Idea/Topic of Study  
Freedom and Equality**

**Essential Questions:**

1. Why are freedom and equality important?
2. How can we honor the diversity of our country's leaders?
3. Why does it help us learn when we use primary sources?
4. How do people from the past influence life today?
5. How do we use the Media Center to answer our questions?

**Essential Vocabulary:**

Hispanic, leader, culture, obstacle, flag, globe, country, opportunity, freedom, equality, discrimination, citizen, law, symbol, Constitution, Labor Day, rights, workers, Primary Source

**Misconceptions:**

Every country has the same freedoms and rights.  
George Washington is our president.  
The constitution was written by the president in the 20<sup>th</sup> century.  
Holidays are so we get presents and get out of school.

**Literacy Strands:**

Compare and Contrast  
Brainstorming/Predicting  
Symbolism

<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Brainstorm a list of people from our nation’s past who have helped shape our country. Identify which ones we have special holidays and celebrations for and research the reason why.</li> <li>Read and discuss people of all ethnicities that have demonstrated heroism and/ achievements. Create a monument, award or plaque to symbolize their achievements.</li> <li>While learning about different leaders and individuals who have shaped our country or been heroic, identify on a map where they were from or where the act of heroism took place. (using primary sources)</li> <li>Make a 3-Tab foldable of the characteristics of honesty, courage, and responsibility.</li> </ul>	
<p><b>United Streaming Resources:</b>          Creating a Classroom Constitution (6:37)          US Symbols (17:00)</p>	<p><b><u>Leveled Reader/ Other Literature Connections:</u></b>  <i>Super Oscar</i> by Oscar de la Hoya  <i>Harvesting Hope: The Story of Cesar Chavez</i> by Kathleen Krull  <i>Mario Molina</i> by Michael Burgan  <i>Labor Day</i> by Lynn Hamilton  <i>The Constitution</i> by Paul Finkleman  <i>Labor Day</i> by Carmen Bredeson  <i>We the People: The Story of our Constitution</i> by Lynne Cheney  <i>Freedom</i> by Amanda Rondeau  <b>Scott Foresman Leveled Readers:</b>  <i>Working</i> by Joy Darlington  <i>People At Work</i> by Joy Darlington  <i>Where We Work</i> by Joy Darlington</p>
<p><b>Primary/Secondary Sources:</b>          Illustrations and pictures of famous leaders          Pictures of key people and places involved with the Constitution,          Copy of the Constitution</p>	<p><b>Cross-Curricular Connections:</b>          Writing – ex: Write and illustrate what freedom means to you          Music – ex: Listen to and create music from other countries; related to the ethnicity of the person being studied.</p> <ul style="list-style-type: none"> <li>Reading – Read aloud a story about a hero or leader. Identify characteristics of the person.</li> </ul>
<p><b>Teaching Tools (Resources)</b>          Cultural Music CDs - Hispanic, African, etc...          Thinking Maps (Flow Map for Sequencing),          Double Bubble (Compare and Contrast)          See Constitution Day resources packet on Social Studies website  <a href="https://www.ocps.net/cs/services/cs/curreareas/soc/Pages/default.aspx">https://www.ocps.net/cs/services/cs/curreareas/soc/Pages/default.aspx</a></p>	<p><b><u>On-Line Resources:</u></b>  <a href="http://www.mapthemind.com/thinkingmaps/thinkingmaps.html">http://www.mapthemind.com/thinkingmaps/thinkingmaps.html</a> (Thinking Maps)  <a href="http://www.bookladymel.com/thinkingmaps">http://www.bookladymel.com/thinkingmaps</a> (Thinking Maps) Safari Montage Videos  <a href="http://www.archives.gov/exhibits/charters/constitution_zoom_1.html">http://www.archives.gov/exhibits/charters/constitution_zoom_1.html</a> (image of the Constitution)</p>

**On-going Assessment Ideas:**

- Write a thank you note to someone who is a hero.
- Give students pictures of American symbols representing freedom and American heroes and have them identify the meaning of each one.

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**Instructional Period: First 9 Weeks**

**Suggested Length of Study: 3 Weeks**

**Body of Knowledge  
Historical Knowledge**

**NGSSS Benchmarks:**

SS.1.E.1.1 Recognize that money is the method for exchanging goods and services. *Examples are coins/bills versus bartering/trading.*  
 SS.1.E.1.2 Define opportunity costs as giving up one thing for another. *Examples are giving up television to do homework and buying candy versus saving for a later purchase.*  
 SS.1.E.1.3 Distinguish between examples of goods and services. *Examples are goods: hamburger; services: sweeping the floor.*  
 SS.1.E.1.4 Distinguish people as buyers, sellers and producers of goods and services.  
 SS.1.E.1.5 Recognize the importance of saving money for future purchases.  
 SS.1.E.1.6 Identify that people need to make choices because of scarce resources. *Examples are not enough time to do all activities or not enough red crayons.*

**Big Idea/Topic of Study  
Exchange of Goods and Services**

**Essential Questions:**

1. What is the difference between a good and a service?
2. How do we use money?
3. Why is it important to save money?
4. How is problem solving related to opportunity costs?

**Essential Vocabulary:**

chore, job, money, budget, market, opportunity, resource, trade, barter, consumer, income (salary, allowance), donate, invest, goods, services, needs, wants

**Misconceptions:**

When you grow up everyone gets paid the same amount of money.  
 It is not important to save money because you can just go to the bank and get more.  
 All resources are unlimited.  
 You can buy the same item at any store for the same price.  
 Services are all the same prices no matter from whom or where you get them.

**Literacy Strands:**

Questioning  
 Making personal connections  
 Problem solving  
 Categorizing

<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Read aloud - How do the characters in the books use their money? What decisions did they have to make before they made a purchase?</li> <li>• social Make a list of all the ways in which students use money. Identify ways in which they are the seller, buyer or the producer.</li> <li>• Math – ex: create a budget, create a classroom store for positive behavior reinforcement, barter replica money for goods in the classroom (stickers, extra computer time, special seats for reading center, etc.)</li> <li>• Categorize pictures into goods, services or producers.</li> </ul>	
<p><b>United Streaming Resources:</b></p> <p>Cost of a Pet (3:43)  Responsibilities: Whining about yard work (2:40)  Responsibilities: Doing what is expected of us (3:37)  Economy in and between Communities (17:07)</p>	<p><b>Leveled Reader/ Other Literature Connections:</b></p> <p><i>Berenstain Bears' Trouble with Money</i> by Stan and Jan Berenstain  <i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst  <i>Arthur's Funny Money</i> by Lillian Hoban  <i>The Kids' Money Book: Earning, Saving, Spending, Investing, Donating</i> by Jamie Kyle McGillian  <i>It's Not What You've Got: Lessons for Kids on Money and Abundance</i> by Dr. Wayne W. Dyer</p>
<p><b>Primary/Secondary Sources:</b></p> <p>Money (authentic and replica)  Checkbook  Sample Budget  Illustrations of Community Workers  Illustrations of Goods and Services  Coupons and Ads for Goods for Services</p>	<p><b>Cross-Curricular Connections:</b></p> <p><b>Math:</b> identifying various forms of money and their values.  <b>Math:</b> set up a class/school store  <b>Writing:</b> Pretend you have ten dollars. Write a story describing what you would do with it and why.</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Using the book <i>Alexander, Who used to be Rich last Sunday</i>: reread the parts of the story where Alexander spends (or loses) money and make a list of where the money went. Use real money (dimes, nickels and pennies) to count out his losses from one dollar to nothing.</li> <li>• <b>Art and Writing:</b> Make paper Mache' banks, then make a plan for how they can earn and save money to make a future purchase.</li> </ul>
<p><b>Teaching Tools (Resources)</b></p> <p>Double Bubble Thinking Maps (Compare and Contrast of Goods and Services)  Tree Map (Goods and Services)  Flow Chart – Causes and effects of spending or saving money.</p>	<p><b>On-Line Resources:</b></p> <p><a href="http://www.moneyinstructor.com/kids.asp">http://www.moneyinstructor.com/kids.asp</a> (lesson plans and activities)  <a href="http://www.kidsbank.com/index_3.asp">http://www.kidsbank.com/index_3.asp</a> (stories about money)  <a href="http://www.mapthemind.com/thinkingmaps/thinkingmaps.html">http://www.mapthemind.com/thinkingmaps/thinkingmaps.html</a> (Thinking Maps)  <a href="http://www.bookladymel.com/thinkingmaps">http://www.bookladymel.com/thinkingmaps</a> (Thinking Maps)  <a href="http://www.usmint.gov/kids">http://www.usmint.gov/kids</a> (games and lesson plans)</p>

**On-going Assessment Ideas:**

Students can identify the difference in goods and services by sorting pictures into 2 groups.  
 Have students look through magazines to cut out and paste pictures of things they would like to buy. Have them sort them into groups of things they would have to save up a lot of money for and things they could buy right away. Discuss benefits of saving money rather than instant gratification.

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 Guide**

**Grade: First Grade****Instructional Period: Second 9 Weeks****Suggested Length of Study: 6 Weeks**

**Body of Knowledge  
 American History**

**NGSSS Benchmarks:**

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.  
 SS.1.A.2.2 Compare life now with life in the past. *Examples to compare are school, families, work, and community life.*  
 SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events and our nation's ethnic heritage. *Examples are Veteran's Day, Thanksgiving, Martin Luther King, Jr. Day, President's Day, Memorial Day, and Independence Day.*  
 SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage and responsibility. *Examples are Presidents, war veterans, community members, and leaders.*  
 SS.1.A.2.5 Distinguish between historical fact and fiction using various materials. *Examples are tall tales, fables, and nonfiction text.*

**Big Idea/Topic of Study  
 Past and Present**

**Essential Questions:**

1. How and why do we celebrate and honor the contributions and achievements of others?
2. What makes a story fact or fiction?
3. How is the way we celebrate alike and different from the way people celebrated in the past?

**Essential Vocabulary:**

Pilgrim, Native American, Pocahontas, Squanto, Sacagawea, Thanksgiving, journey, celebration, holiday, hero, courage, fact, fiction, crops, harvest, grateful, feast, veteran, soldier

<p><b>Misconceptions:</b></p> <p>The Pilgrims were the first people to live in America.  The Pilgrims wore black and white clothing.  Every family celebrates the same way.  We celebrate today the same way people celebrated long ago.  Everyone celebrates the same holidays.</p>	<p><b>Literacy Strands:</b></p> <p>Poetry  Make connections to the real world  Point of View  Compare and Contrast</p>
<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Read the poem aloud “People Then and Now.”</li> <li>• Using a North American map, label all the tribes that lived in Florida and at least one in each of the other states.</li> <li>• Read stories about Native American legends and identify characteristics of a legend. What do these legends tell you about the people who believed them? Compare them to legends/folklore that the students may know. Ex. George Washington and the Cherry Tree. Use paintings of the “First Thanksgiving” to compare the facts of the event to the artists point of view.</li> <li>• Have students interview a parent, grandparent, or other adult neighbor. The student should gather information about how that person celebrated the holiday as a child. Complete a Venn diagram to compare their own ways to the person who they interviewed.</li> <li>• Use stories, poetry and songs to study people in our history who we celebrate through national holidays.</li> </ul>	
<p><b>United Streaming Resources:</b></p> <p>Animated Hero Classics: William Bradford: The First Thanksgiving (27:43)  Holiday Facts and Fun: Thanksgiving (12:28)  Holiday Facts and Fun: Veteran’s Day (12:06)  Exploring the Unknown (Segment) (9:48)</p>	<p><b><u>Leveled Reader/ Other Literature Connections:</u></b></p> <p><i>Squanto and the First Thanksgiving</i> by Joyce K. Kessel  <i>The Story of Pocahontas</i> by Caryn Jenner  <i>Story of the Pilgrims</i> by Katherine Ross  <i>This is Thanksgiving</i> by Harriet Ziefert  <i>The Miracle of Hanukkah</i> by Seymour Chwast  <i>Saint Nicholas: The Real Story of the Christmas Legend</i> by Julie Stiegemeyer  <i>The Legend of the Christmas Stocking</i> by Rick Osborne  <i>Seven Spools of Thread: A Kwanzaa Story</i> by Angela Shelf Medearis  <i>Veteran’s Day</i> by Leslie C. Kaplan  <i>Veteran’s Day</i> by Mir Tamin Ansary  <i>Veteran’s Day</i> by Robin Nelson  <i>A Picture Book of Sacagawea</i> by David A. Adler</p>
<p><b>Primary/Secondary Sources:</b></p> <p>Letters written by Pilgrims  Paintings  Illustrations of homes, schools, and clothing of Pilgrim children  Items used by various cultures like dreidel, menorah, Mkeka, Kinara, Stocking</p>	<p><b>Cross-Curricular Connections:</b></p> <p>Make Connections – ex: How is your life like that of a Pilgrim or Native American child?</p> <ul style="list-style-type: none"> <li>• Writing – Write how your life would be different if you were a Pilgrim child. Write about how your family’s traditions got started.</li> <li>• Science – Plant Life Cycle of the Harvest</li> </ul>

<p><b>Teaching Tools (Resources)</b></p> <p><i>A Charlie Brown Thanksgiving/The Mayflower Voyagers (1973)</i>          (Video of Thanksgiving story and customs)          Double Bubble (Compare and Contrast)          T-Chart (Categorizing)</p>	<p><b>On-Line Resources:</b></p> <p>Safari Montage Videos  <a href="http://www.mayflowerhistory.com/PrimarySources/letters.php">http://www.mayflowerhistory.com/PrimarySources/letters.php</a> (letters written by Pilgrims)  <a href="http://www.mapthemind.com/thinkingmaps/thinkingmaps.html">http://www.mapthemind.com/thinkingmaps/thinkingmaps.html</a> (Thinking Maps)  <a href="http://www.bookladymel.com/thinkingmaps">http://www.bookladymel.com/thinkingmaps</a> (Thinking Maps)</p>
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**On-going Assessment Ideas:**

Have students identify which stories are fiction and which are non-fiction and why.  
 Have students complete a Double Bubble Thinking Map comparing how we celebrate now with how people celebrated holidays in the past. Have students share how their family celebrates a certain holiday and why that is important to their family.

<p><b>Social Studies Next Generation Sunshine State Standards          Curriculum, Alignment, and Assessment Instructional          Guide</b></p>		
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<p><b><u>Body of Knowledge</u>          Chronological Thinking</b></p>	<p><b><u>NGSSS Benchmarks:</u></b></p> <p>SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community. <i>Examples are days, weeks, months, and years.</i></p> <p>SS.1.A.3.2 Create a timeline based on the student’s life or school events using primary sources. <i>Examples of sources are photographs, birth certificates, report cards, and diaries.</i></p>	
<p><b><u>Big Idea/Topic of Study</u>          Change Over Time</b></p>	<p>SS.1.A.1.1 Develop an understanding of a primary source. <i>Examples are pictures, letters, audio/video recordings, and books.</i></p> <p>SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about historical topic. <i>Examples of sources are technology, video recordings, and books.</i></p>	
<p><b><u>Essential Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. Why do we use a calendar?</li> <li>2. Why is it important to know what order things happened in?</li> <li>3. Why is it important to know when things has happened or will happen?</li> <li>4. What factors influence change?</li> <li>5. How do create and use a timeline to learn something new?</li> </ol>	<p><b><u>Essential Vocabulary:</u></b></p> <p>timeline, sequence, calendar, event</p>	

<p><b>Misconceptions:</b></p> <p>If a date this year is on a Monday it will also be on a Monday next year.</p> <ul style="list-style-type: none"> <li>• Everybody has to complete an activity in the exact same order each time.</li> <li>• The first month of the year is the month we go back to school from summer.</li> <li>• The school year ends in December.</li> </ul>	<p><b>Literacy Strands:</b></p> <p>Sequencing          Make Connections          Selecting appropriate resources to solve a problem.          Text Features</p>
<p><b>Suggested Learning Activities:</b></p> <p>Put events from a student’s life in chronological order to form a timeline.          How are your events similar or different from events of your classmates?          Research where the first calendar came from and how did it influence our calendars today.          Create a class time capsule for the class or have students create their own time capsule to be opened the year of their graduation from high school.          Compare a photo of the school when it opened to one from today. Discuss how it has changed and what has influence this change.</p>	
<p><b>United Streaming Resources:</b></p> <p>Learning To use a Calendar (19:00)          A Kid’s guide: Getting Organized (32:00)</p>	<p><b>Leveled Reader/ Other Literature Connections:</b></p> <p><i>A Child’s Calendar</i> by John Updike  <i>Rabbit’s Pajama Party</i> by Stuart J. Murphy  <i>When I Was Little: A Four-Year-Old’s Memoir of Her Youth</i> by Jamie Lee Curtis  <i>A Very Hungry Caterpillar</i> by Eric Carle  <i>If You Give a Mouse a Cookie</i> by Laura Numeroff</p>
<p><b>Primary/Secondary Sources:</b></p> <p>Photographs of Seasons          Calendars          Photographs of events from a timeline</p>	<p><b>Cross-Curricular Connections:</b></p> <p>Math – sequencing, timelines          Science- Create a seasonal calendar– ex: How are seasons changing throughout the year?</p> <ul style="list-style-type: none"> <li>• Writing – Write a letter about yourself to include in your time capsule.</li> </ul>
<p><b>Teaching Tools (Resources)</b></p> <p>Illustrations of steps in a process          Class day schedules          Timelines          Flow Map</p>	<p><b>On-Line Resources:</b></p> <p><a href="http://www.teachervision.fen.com/skill-builder/lesson-plan/48780.html">www.teachervision.fen.com/skill-builder/lesson-plan/48780.html</a> (lesson plan and printable organizer for teaching sequencing)  <a href="http://www.mapthemind.com/thinkingmaps/thinkingmaps.html">http://www.mapthemind.com/thinkingmaps/thinkingmaps.html</a> (Thinking Maps)  <a href="http://www.bookladymel.com/thinkingmaps">http://www.bookladymel.com/thinkingmaps</a> (Thinking Maps)</p>

**On-going Assessment Ideas:**

- Have students put the months of the year on written cards in order.
- Have students identify which day of the week on which a date will fall by using a calendar.
- Have students create a personal calendar with personal events labeled which are important to that student's family.
- Have students make drawings of five significant events in their lives and switch cards with another student and put them in sequential
- Create a timeline of the student's life so far and then predict future events . For ex.: year to graduate high school, go to college, get married, etc...

**Social Studies Next Generation Sunshine State Standards  
Curriculum, Alignment, and Assessment Instructional  
Guide**

**Grade: First Grade****Instructional Period: Third 9 Weeks****Suggested Length of Study: 9 Weeks**

**Body of Knowledge**  
**Historical Knowledge**

**NGSSS Benchmarks:**

- SS.1.A.1.1 Develop an understanding of a primary source. *Examples are pictures, letters, audio/video recordings, and books.*
- SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about historical topic. *Examples of sources are technology, video recordings, and books.*
- SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events and our nation's ethnic heritage. *Examples are Veteran's Day, Thanksgiving, Martin Luther King, Jr. Day, President's Day, Memorial Day, and Independence Day.*
- SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage and responsibility. *Examples are Presidents, war veterans, community members, and leaders.*
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community. *Examples are responsible decision making, classroom jobs, and school service projects.*
- SS.1.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways. *Examples are talking about problems, role playing, listening, and sharing.*

**Big Idea/Topic of Study**  
**Equality and Fairness**

**Essential Questions:**

1. Why is it important to honor achievements of others?
2. What would our country be like without the contributions of people from the past who fought for freedom and equality?
3. How does someone demonstrate good character?
4. How do people we honor solve problems to make positive changes in the community?

**Essential Vocabulary:**

hero, inventor, freedom, equality, racism, segregation, integration, opportunity, courage, African American, Holocaust, rights

<p><b>Misconceptions:</b></p> <p>Every holiday from school is just to have a day off (Memorial Day, Presidents Day, and Martin Luther King Day).</p> <ul style="list-style-type: none"> <li>• The decisions made by people today will not affect people in the future.</li> <li>• Wars from long ago no longer affect people's lives today.</li> </ul>	<p><b>Literacy Strands:</b></p> <p>Author's Point of View  Main Idea  Summarizing  Sects appropriate resources to learn new information.  Vocabulary</p>
<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Read a story with equality and fairness as a theme. – Discuss: How do you think the main character felt? Making Inferences – ex: Why do you think it; was hard for the main characters to stand up for themselves and what they believed in? What would you have done if you were in their situation?</li> <li>• Writing – ex: Choose a famous African American or woman and identify three of their accomplishments and explain how it has affected our lives today. Read about Mary McLeod Bethune and create a foldable highlighting her accomplishments in Florida and around the world.</li> <li>• Read stories about famous Americans and create a book of Notable Americans. Have students chooses someone from their life that could be included in the book and why.</li> <li>• Create vocabulary magnets that depict the essential vocabulary and its meaning.</li> </ul>	
<p><b>United Streaming Resources:</b></p> <p>Holiday Facts and Fun: President's Day (14:34)  Holiday Facts and Fun: Martin Luther King Day (11:10)  Animated Hero Classics: Harriet Tubman (27:44)  That's Us!: George Washington Carver (segment) (7:37)  Animated Hero Classics: Benjamin Franklin (25:24)  Animated Hero Classics: Alexander Graham Bell (27:00)  Animated Hero Classics: Thomas Edison and the Electric Light (30:00)</p>	<p><b><u>Leveled Reader/ Other Literature Connections:</u></b></p> <p><i>Terrible Things: An Allegory of the Holocaust</i> by Eve Bunting  <i>A Picture Book of Anne Frank</i> by David A. Adler  <i>Barack Obama</i> by Stephen Feinstein  <i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler  <i>If A Bus Could Talk: The Story of Rosa Parks</i> by Faith Ringgold  <i>Picture Book of Harriet Tubman</i> by David A. Adler  <i>Rosa</i> by Nikki Giovanni  <i>A Picture Book of Rosa Parks</i> by David A. Adler  <i>Story of Ruby Bridges</i> by Robert Coles  <i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport,  <i>A Picture Book of George Washington Carver</i> by David A. Adler  <i>George Washington Carver</i> by Jo S. Kittinger  <i>George Washington Carver: The Peanut Scientist</i> by Patricia McKissack  <i>The Skin I'm In: A First Look at Racism</i> by Pat Thomas  <i>The Hundred Dresses</i> by Eleanor Estes  <i>The Crayon Box That Talked</i> by Shane Derolf</p>

<p><b>Primary/Secondary Sources:</b>  Photographs of key people.  “I Have A Dream” speech by Martin Luther King, Jr.  Documents from the US Archives – Rosa Parks arrest record, the diagram of the bus, witness statements, etc...</p>	<p><b>Cross-Curricular Connections:</b>  Writing – ex: Choose a famous African American or Woman and write three of their accomplishments and explain how it has affected our lives.  Science – ex: Life Cycle of Plants (George Washington Carver)  Art – Create an African American/Woman’s quilt of accomplishments</p>
<p><b>Teaching Tools (Resources)</b>  CDs of Traditional African American Music  Our Friend Martin (1999) Video  Timelines  Flow chart  Character Ed books (see resource folder)</p>	<p><b>On-Line Resources:</b>  <a href="http://www.americanrhetoric.com/">http://www.americanrhetoric.com/</a>  (Martin Luther King speech)  <a href="http://www.kiddyhouse.com/Holidays/MLK/MLK.html">http://www.kiddyhouse.com/Holidays/MLK/MLK.html</a>  (activities, songs, poems, timeline and quotes of Martin Luther King, Jr.)  <a href="http://www.tolerance.org">www.tolerance.org</a> (stories and activities about tolerance)</p>
<p><b>On-going Assessment Ideas:</b>  Have students complete a Bubble Map by choosing a famous American hero and writing their achievements which helped to form our country the way it is today.</p> <ul style="list-style-type: none"> <li>• Design a medal for someone who has acted bravely.</li> </ul>	

**Social Studies Next Generation Sunshine State Standards  
Curriculum, Alignment, and Assessment  
Instructional Guide**

**Grade: First Grade**

**Instructional Period: Fourth 9 Weeks**

**Suggested Length of Study: 5 Weeks**

**Body of Knowledge  
Geography**

**NGSSS Benchmarks:**

**Big Idea/Topic of Study  
Maps and Geography**

SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida. *Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, Everglades.*

SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes. *Must include compass rose, cardinal directions, title, key/legend with symbols*

SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols. *Examples are map of a bedroom, classroom, or route to school.*

SS.1.G.1.4 Identify a variety of physical features using a map and globe. *Examples are oceans, peninsulas, lakes, rivers, swamps, gulfs.*

SS.1.G.1.5 Locate on maps and globes the students' local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community. *Examples are the effects on their food, clothing, shelter, transportation, and recreation.*

**Essential Questions:**

1. How and when do you use maps and globes?
2. How would you use map features to help you locate your community and surrounding areas?
3. How does the environment affect your life every day?

**Essential Vocabulary:**

map, globe, compass, Compass Rose, Key, Legend, direction, location, ocean, continent, peninsula, mountain, river, forest, beach, atlas, community, state, lake, neighborhood, symbol, weather, capital, country, geography, Plain, region, world, Orlando, Florida, Atlantic Ocean, Gulf of Mexico

**Misconceptions:**

- Maps are drawn to scale.
- It doesn't matter which direction you are moving as long as your map has North at the top.
- If you move forward, you are going north.
- You only use a map if you are lost and don't have a GPS.
- The name of my city and exact location are written on a globe.
- Different maps of the same place will all look the same.
- Everything is the same in every city (ex: students are wearing shorts and sandals in Florida on the same day that students are wearing long pants and coats in Minnesota).
- North is up and South is down.

**Literacy Strands:**

- Cause and Effect
- Classify/Categorize
- Text Features

<p><b><u>Suggested Learning Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Create physical and political maps of Florida. Identify the capital with a star and with a different symbol identify the city in which they live.</li> <li>• Compare and contrast the features and purposes of different maps.</li> <li>• Draw a map of your bedroom. Then write the directions for how I would find your favorite toy.</li> <li>• Create geographic picture dictionaries using pictures from magazines, newspapers, student drawings, etc...</li> <li>• Cause and Effect – ex: How does weather influence our lives in Florida?</li> <li>• Classify/Categorize – ex: How are rivers and oceans alike and different?</li> <li>• Find pictures of appropriate clothing for each season in Florida. Compare this to clothing worn in a different state during these seasons.</li> <li>• Flat Stanley project (see On-Line Resources for directions)</li> </ul>	
<p><b><u>United Streaming Resources:</u></b>  Lollipop Dragon’s World of Maps and Globes: Making Your Own Map (16:05)  Lollipop Dragon’s World of Maps and Globes: Discovering Maps and Globes (12:15)  Understanding and Making Maps: An Introduction (18:58)</p>	<p><b><u>Leveled Reader/ Other Literature Connections:</u></b>  <i>Maps and Globes</i> by Jack Knowlton  <i>Reading Maps</i> by Marta Segal Block  <i>My World and Globe</i> by Ira Wolfman  <i>Types of Maps</i> by Mary Dodson Wade  <i>Map Keys</i> by Rebecca Aberg  <i>Me on the Map</i> by Joan Sweeney  <i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman  <b><u>Scott Foresman Leveled Readers</u></b>  <i>Find It!</i> by Ellen Bari  <i>Maps and Globes</i> by Ellen Bari  <i>Reading Maps and Globes</i> by Ellen Bari  <i>Flat Stanley</i> by Jeff Brown</p>
<p><b><u>Primary/Secondary Sources:</u></b>  Maps  Globes  Photographs of places in Florida - Everglades, beaches, panhandle, woods, rivers, Tallahassee, etc...</p>	<p><b><u>Cross-Curricular Connections:</u></b></p> <ul style="list-style-type: none"> <li>• Art – ex: make a landform model, page 155a of Teacher’s Edition</li> <li>• Writing – ex: “Where Am I?” activity, page 155a of Teacher’s Edition</li> <li>• Math – ex: measure the distance between two places on a map.</li> <li>• Reading – ex: Route Activity using <u>How to Make an Apple Pie and See the World</u> by Marjorie Priceman, page 79a of Teacher’s Edition</li> <li>• Reading – ex: Flat Stanley project (see On-Line Resources for directions)</li> </ul>
<p><b><u>Teaching Tools (Resources)</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Ruler and Compass.</u></b></li> <li>• <b><u>Map Skills Made Fun: Neighborhoods and Communities</u></b></li> </ul> <p>by  <b><u>Catherine Tamblyn</u></b></p>	<p><b><u>On-Line Resources:</u></b>  <a href="http://www.flatstanleyproject.com">www.flatstanleyproject.com</a> (directions and resources for Flat Stanley project)  <a href="http://www.earth.google.com">www.earth.google.com</a> (aerial photographs of cities and places)  <a href="http://www.maps.google.com">www.maps.google.com</a> (on-line maps)  <a href="http://www.weather.com">www.weather.com</a> (local, regional and national weather information)</p>

**On-going Assessment Ideas:**

1. Have students draw and label an emergency evacuation map from your classroom to your class' designated evacuation site. Discuss why that map, and maps like it, are so important. Discuss other maps that are important to have.
2. Have students label a map of your community with important landmarks labeled.
3. Have students create a plan to help address an environmental issue in your community or at your school by giving suggestions of how to minimize the problem and how that problem is affecting your community.