### Gwinnett County Public Schools Social Studies: Grade 1 – Instructional Calendar 2021-2022

Map and Globe Skills along with Information Processing Skills should be embedded in all units throughout the year. These are key skills to help students begin building their foundational knowledge of social studies.

<table>
<thead>
<tr>
<th><strong>Map and Globe Skills (Ongoing)</strong></th>
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<tbody>
<tr>
<td>• 1SS.A.1: use cardinal directions</td>
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<tr>
<td>• 1SS.A.2: use intermediate directions</td>
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<th><strong>Information Processing Skills (Ongoing)</strong></th>
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<tr>
<td>• 1SS.B.3: compare similarities and differences</td>
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<td>• 1SS.B.4: organize items chronologically</td>
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<td>• 1SS.B.5: identify issues and/or problems and alternative solutions</td>
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<td>• 1SS.B.6: distinguish between fact and opinion</td>
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<td>• 1SS.B.7: identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
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<td>• 1SS.B.8: identify and use primary and secondary sources</td>
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<td>• 1SS.B.9: interpret timelines</td>
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#### 1st 9 Weeks: Units 1-2

**Unit 1: Personal Finance (6 weeks)**
- 1SS.F.18: identify goods that people make and services that people provide for each other
- 1SS.F.19: explain that scarcity is when unlimited wants are greater than limited resources
- 1SS.F.20: describe how people are both producers and consumers
- 1SS.F.21: explain that people earn income by working and that they must make choices about how much to save and spend
  - 21.a: identify the cause and effect relationship between income, saving, and spending

**Unit 2: Map and Globe (3 weeks)**
- 1SS.D.13: identify and apply cardinal directions when looking at a map or globe
- 1SS.D.14: identify and apply intermediate directions when looking at a map or globe
  - 14.a: show understanding and develop a compass rose using cardinal and intermediate directions
- 1SS.D.15: identify and locate one’s own city, county, state, nation (country), and continent on a simple map or a globe
  - 15.a: identify city, county, state, nation (country) and continent on a map or globe

#### 2nd 9 Weeks: Units 3-5

**Unit 3: Topographical Features (4 weeks)**
- 1SS.D.15: identify and locate one’s own city, county, state, nation (country), and continent on a simple map or a globe
  - 15.b: locate city, county, state, nation (country) and continent on a map or globe
- 1SS.D.16: locate major topographical features of the Earth’s surface
  - 16.a: locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia
  - 16.b: locate the major oceans: Arctic, Atlantic, Pacific, Indian, and Southern Ocean
  - 16.c: identify and describe landforms: mountains, deserts, valleys, coasts, plains, and plateaus
### Unit 4: Patriotism (2 weeks)
- **1SS.E.17:** explore the concept of patriotism through the words (e.g., brotherhood, liberty, freedom, pride, etc.) in the songs “America” (known as “My Country 'Tis of Thee”) and “America the Beautiful”
  - 17.a: define and explain the meanings of liberty, freedom, and pride embedded within “My Country 'Tis of Thee” including comparing their similarities and differences
  - 17.b: demonstrate and analyze the meaning of the words to “America the Beautiful” by identifying the main idea and details

### Unit 5: Benjamin Franklin (3 weeks)
- **1SS.C.10:** read about and describe the life of historical figures in American history
  - 10.a: Benjamin Franklin (inventor/author/ statesman/U.S. Constitution) including organizing the events of his life chronologically using primary and secondary sources (including interpreting timelines)
- **1SS.C.11:** describe how historical figures in American history were influenced by his or her time and place
  - 11.a: American colonies (Benjamin Franklin and Thomas Jefferson)
- **1SS.C.12:** describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment
  - 12.a: Benjamin Franklin (fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment)

### 3rd 9 Weeks: Units 6-8

### Unit 6: Thomas Jefferson (3 weeks)
- **1 SS.C.10:** read about and describe the life of historical figures in American history
  - 10.b: Thomas Jefferson (Declaration of Independence) including organizing the events of his life chronologically using primary and secondary sources (including interpreting timelines)
- **1SS.C.11:** describe how historical figures in American history were influenced by his or her time and place
  - 11.a: American colonies (Benjamin Franklin and Thomas Jefferson)
- **1SS.C.12:** describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment
  - 12.b: Thomas Jefferson (fairness, respect for others, courage, equality, perseverance, and commitment)

### Unit 7: Lewis, Clark and Sacagawea (3 weeks)
- **1SS.C.10:** read about and describe the life of historical figures in American history
  - 10.c: Meriwether Lewis and William Clark with Sacagawea (exploration) including organizing the events of their lives chronologically using primary and secondary sources (including interpreting timelines)
- **1SS.C.11:** describe how historical figures in American history were influenced by his or her time and place
  - 11.b: American frontier (Lewis & Clark and Sacagawea)
- **1SS.C.12:** describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment
  - 12.c: Lewis & Clark and Sacagawea (respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment)
### Unit 8: Harriet Tubman (3 weeks)
- **1SS.C.10**: read about and describe the life of historical figures in American history
  - 10.e: Harriet Tubman (Underground Railroad), George Washington Carver (science), Ruby Bridges (civil rights) and how each identified issues and/or problems and alternative solutions
- **1SS.C.11**: describe how historical figures in American history were influenced by his or her time and place
- **1SS.C.12**: describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment
  - 12.g: Harriet Tubman (fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment)

### 4th 9 Weeks: Units 9-11

### Unit 9: George Washington Carver (3 weeks)
- **1SS.C.10**: read about and describe the life of historical figures in American history
  - 10.e: Harriet Tubman (Underground Railroad), George Washington Carver (science), Ruby Bridges (civil rights) and how each identified issues and/or problems and alternative solutions
- **1SS.C.11**: describe how historical figures in American history were influenced by his or her time and place
- **1SS.C.12**: describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment
  - 12.e: George Washington Carver (fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment)

### Unit 10: Ruby Bridges (3 weeks)
- **1SS.C.10**: read about and describe the life of historical figures in American history
  - 10.e: Harriet Tubman (Underground Railroad), George Washington Carver (science), Ruby Bridges (civil rights) and how each identified issues and/or problems and alternative solutions
- **1SS.C.11**: describe how historical figures in American history were influenced by his or her time and place
- **1SS.C.12**: describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment
  - 12.f: Ruby Bridges (fairness, respect for others, courage, equality, tolerance, perseverance, and commitment)

### Unit 11: Theodore Roosevelt (3 weeks)
- **1SS.C.10**: read about and describe the life of historical figures in American history
  - 10.d: Theodore Roosevelt (National Parks and the environment) including organizing the events of his life chronologically using primary and secondary sources (including interpreting timelines)
- **1SS.C.11**: describe how historical figures in American history were influenced by his or her time and place
  - 11.c: National Parks (Theodore Roosevelt)
- **1SS.C.12**: describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment
  - 12.d: Theodore Roosevelt (fairness, respect for others, respect for the environment, conservation, courage, perseverance, and commitment)