

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)

### **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:** Harriett Tubman (Underground Railroad) and how she 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

- **11.d:** southern U.S. (Harriett Tubman)

**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:** Harriett Tubman (fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment)

**Unit 9: George Washington Carver (3 weeks)**

**1SS.C.10:** read about and describe the life of historical figures in American history

- **10.e:** George Washington Carver (science) and how he 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

- **11.d:** southern U.S. (George Washington Carver)

**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, 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:** Ruby Bridges (civil rights) and how she 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

- **11.d:** southern U.S. (Ruby Bridges)

**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:** Ruby Bridges (fairness, respect for others, respect for the environment, 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

- **10d:** 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)

## Map and Globe Skills (Ongoing)

**1SS.A.1:** use cardinal directions

**1SS.A.2:** use intermediate directions

**1SS.A.7:** use a map to explain impact of geography on historical and current events

## Information Processing Skills (Ongoing)

**1SS.B.3:** compare similarities and differences

**1SS.B.4:** organize items chronologically

**1SS.B.5:** identify issues and/or problems and alternative solutions

**1SS.B.6:** distinguish between fact and opinion

**1SS.B.7:** identify main idea, detail, sequence of events, and cause and effect in a social studies context

**1SS.B.8:** identify and use primary and secondary sources

**1SS.B.9:** interpret timelines