

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

Subject : Social Studies

Grade: 1

Title or Topics (Unit organizing idea)	Social Studies Concepts (Inquiry Questions)	Skills (What students actually do)	Content (Standards)	Suggested Literacy Connections and Activities	Major Assessments (Tests, projects, etc.)	Suggested Time Frame
<p>My Family and Other Families</p> <p>Class Rules</p> <p>Class and School</p> <p>Community</p> <p>Johnny Appleseed</p>	<p>How are my family and other families different or alike?</p> <p>What rules are important to protect ourselves and others?</p>	<p>Students will:</p> <ul style="list-style-type: none"> -recognize that families of different kinds exist in all communities -recognize different roles and responsibilities -recognize different beliefs, customs and traditions -understand that citizenship includes a pledge of allegiance or loyalty to the USA -understand that students can participate in problem solving, decision making and conflict resolution -recognize that students, teacher and staff are citizens of the school community and have rights and responsibilities -recognize key terms, citizenship and justice, nation -understand how folklore, myths, legends, and other cultural contributions have helped shape our community and local region 	<p>Identity(1)</p> <p>Interdependence</p> <p>Civic Values (5)</p> <p>Decision Making(5)</p> <p>Culture (1)</p>	<p>Madlenk by Peter Sis</p> <p>People People Everywhere by Nancy Van Laan</p>	<p>Draft a classroom constitution.</p> <p>Teacher created rubric used for assessment</p>	<p>September</p> <p>1 week per topic</p>
<p>Fire Safety</p> <p>Christopher</p>	<p>How does a firehouse serve as an important part of</p>	<p>Students will:</p> <ul style="list-style-type: none"> -understand that communities provide facilities and services to 	<p>Culture interdependence(1), (2)</p>	<p>Johnny Appleseed by Stephen</p>		<p>October</p> <p>1 week per topic</p>

Columbus Local Apple Industry Johnny Appleseed	a community? What do our local farms produce and how does it help the local community? How is folklore connected to our local apple industry?	help satisfy the needs and wants of people who live there -recognize different events, people, problems and ideas make up my community's history -understand that people depend on their physical environment for economic and basic needs -initiate timeline of holidays over course of a year -understand how folklore, myths, legends, and other cultural contributions have helped shape our community and local region	Needs and Wants (4)	Kellogg		
Thanksgiving (Pilgrims & Native Americans) Veteran's Day Election Day	How are we different from pilgrims? How are we the same? How did veteran contributions impact today's life? How are we a democracy?	Students will: -understand families lived in other places at different times -understand that people plan, organize and make decisions for the common good - begins to understand democracy and what it means	Cultural Interdependence(1), (2) Government Making Decisions(5)			November 1 week per topic
Holidays Traditions Post Office		Students will: -gather and present different families, beliefs, customs and traditions -recognize different kinds of families exist in all communities and societies though they may differ -understand that communities provide facilities and services to help satisfy the needs and wants	Cultural Identity(1)	The Keeping Quilt by Patricia Polaco	Holiday Traditions Project	December 1-2 weeks per topic

		of people who live there				
Martin Luther King Wants and Needs Scarcity	How do people in a community fulfill their needs and wants?	Students will: -understand that different events, people, problems and ideas make up my community's history -recognize that people plan, organize and make decisions for the common good - understand people form governments in order to develop rules and laws to govern and protect themselves - understand people in communities make choices according to their resources -recognize through work, people in communities earn income to help meet their needs and wants.	Decision Making Needs and Wants (4)	Junior Achievement The Lorax by Dr. Seuss Martin's Big Words: The story of Dr. Martin Luther King Jr. by Doreen Rappaport		January 1 week per topic
Abraham Lincoln George Washington Money	How have historical figures contributed to our community? How do we determine what we need and what we want?	Students will: -understand that different events, people, problems an ideas make up my community's history -understand people make decisions about how to spend the money they earn -understand scarcity means that people's wants exceed their limited resources	Culture(1) Scarcity(4) Human System Needs and Wants (4)	Junior Achievement		February Continue all throughout the month
St. Patrick's Day School Map House Map	How have folklore, myths and legends impacted our lives? What directional resources are available to help us	Students will: -understand the folklore, myths, legends and other cultural contributions have helped shape our community and local regions -represent places that can be	Culture(1) Places and Regions (3)	Fin M'Cou Jamie O'Rourke and the Giant Potato Me on The	Common Task	March

	get from place to place?	located on maps and on a globe -understand that maps and diagrams serve as representations of places, physical features and objects		Map		
Geography		Students will: -understand that places can be located on maps and on a globe -understand that maps and diagrams serve as representation of places, physical features and objects -study how cardinal directions can be used to locate places and physical features -understand symbols represent places and can be used to located geographic features and physical characteristics -learn that monuments and important places are located in own neighborhood	Places and Regions(3) Needs and Wants (4)	Me on The Map		April
Memorial Day Mother's Day Family Timeline	How do families grow and change over time?	Students will: -understand that families are interdependent -recognize that families have a past and they change over time -understand that people of diverse religious, racial, national and ethnic groups transmit beliefs, customs, and traditions	Culture(1) Change Interdependence(5)		Timeline of student's life	May 1-2 weeks each
Flag Day Pledge Father's Day	What symbols represent our school, town and country?	Students will: -gain knowledge about and respect for eth flag of the United States, including display and use -understand that oral histories,	Citizenship Interdependence (5)		Flag project	June 1 week each

		folktales, biographies and legends relate family history				
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Online Resources:

mhschool.com

kids.nationalgeographic.com

unitedstreaming.com

brainpop.com

brainpopjr.com

enchantedlearning.com

emsc.nysed.gov/ciai/socst/pub/ssisr1.pdf