

# First Grade Social Studies Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.  
(Revised 2008-09 school year)

Page 1

## Grade Level Content Expectations

	1st Trimester			2nd Trimester			3rd Trimester								
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May						
1 - H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	x	x	x	x	x	x									
Resources:															
1 - H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	x	x	x	x	x	x									
Resources:															
1 - H2.0.4 Retell in sequence important ideas and details from stories about families or schools.	x	x	x	x	x	x									
Resources:															
1 - H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.	x	x	x	x	x	x									
Resources:															
1 - H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.	x	x	x	x	x	x									
Resources:															
1 - G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	x	x	x	x	x	x									
Resources: 'Taste of Diversity' sharing/celebration (Nov.)															
1 - G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	x	x	x	x	x	x									
Resources:															
1 - C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	x	x	x	x	x	x									
Resources:															
1 - C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	x	x	x	x	x	x									
Resources:															
1 - C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	x	x	x	x	x	x									
Resources:															
1 - H2.0.2 Use a calendar to distinguish among days, weeks, and months.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Resources:															
1 - H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Resources:															
1 - G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.							x	x	x	x	x				
Resources:															



Resources:			
1 - P3.1.2 Use graphic data to analyze information about a public issue in the school community.			X X X X X X
Resources:			
1 - P3.1.3 Identify alternative resolutions to a public issue in the school community.			X X X X X X
Resources:			
1 - P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.			X X X X X X
Resources:			
1 - P4.2.1 Develop and implement an action plan to address or inform others about a public issue.			X X X X X X
Resources:			
1 - P4.2.2 Participate in projects to help or inform others.			X X X X X X