

Unit of Study 1	First Grade	Quarters 1 & 2	Social Studies 05/05/12
Concepts:		Skills:	
Culture; Citizenship; Change Over Time		Geographic skills; financial literacy skills; compare/contrast	
Standards:			
Standard I: Students will recognize and describe how schools and neighborhoods are both similar and different.			
Standard II: Students will recognize their roles and responsibilities in the school and neighborhood.			
Standard III: Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, neighborhood, world.			
Utah Core Social Studies Literacy Standards			
Social Studies Content Objectives	Vocabulary students should use		Lessons
I can: <ul style="list-style-type: none"> recognize and describe examples of differences within school and neighborhood. recognize and identify the people and their roles in the school and neighborhood & explain how these roles change over time. describe and demonstrate appropriate social skills in group work. identify and list responsibilities in the school and in the neighborhood. name my school, neighborhood, Utah state and national symbols, landmarks and documents. recognize and use a map or globe. 	<ul style="list-style-type: none"> role principal teacher librarian custodian bus driver crossing guard secretary cafeteria worker police officer firefighter respect friend responsible service landmark Pledge of Allegiance 	<ul style="list-style-type: none"> custom cooperation peer school choice citizen compass cardinal directions physical features compass rose landmark 	<ul style="list-style-type: none"> <i>*First Grade Rules</i> <i>*Working Together</i> <i>*Student & Teacher Roles</i> <i>*My School Community</i> <i>*Changes at School</i> <i>*Know & Follow Rules</i> <i>*Meeting Our Needs at School</i> <i>*Classroom Community Quilt</i> <i>*Map Skills</i> <i>*This School's Rules</i> <i>*Good Choices</i> <i>*Responsible Behavior: Honesty</i> <i>*Practicing School Rules</i> <i>*The Flag</i> <ul style="list-style-type: none"> *Essential Lessons
Social Studies Language Objectives			
<ul style="list-style-type: none"> Ask and answer questions about key details in a text. Retell stories, including key details that demonstrate understanding. Read appropriately complex social studies text. Use the illustrations and details in a text to describe key issues. Identify basic similarities & differences between two texts on the same topic. Write a narrative that recounts two or more properly sequenced events. Participate in collaborative conversations. Describe people, places, things, and events with relevant details. Produce complete sentences appropriate to task and situation. Paraphrase portions of a text. 			
Assessment Options: <u>Interconnection Lessons</u> -each lesson has an assessment.			
General: Exit slips, graphic organizer, class/group discussions, teacher observations, performance tasks.			

Unit of Study 2	First Grade	Quarter 3 & 4		Social Studies 05/05/12	
Concepts:			Skills:		
Culture; Citizenship; Change Over Time			Geographic skills; financial literacy skills; compare/contrast		
Standards:					
Standard I: Students will recognize and describe how schools and neighborhoods are both similar and different.					
Standard II: Students will recognize their roles and responsibilities in the school and neighborhood.					
Standard III: Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, neighborhood, world.					
Standard IV: Students will describe the economic choices people make to meet their basic needs.					
Utah Core Social Studies Literacy Standards					
Social Studies Content Objectives		Vocabulary students should use		Lessons	
<ul style="list-style-type: none"> I can describe the characteristics of different rocks. I can observe and record recognizable objects and patterns in the night sky. I can observe, describe, and measure seasonal weather patterns and local variations. I can communicate observations about falling objects. I can compare and contrast the differences in how different materials respond to change. 		<ul style="list-style-type: none"> neighborhood tradition consequence sign exchange earn purchase save choice responsible continent ocean the poles equator origin river mountain desert grid United States 		<ul style="list-style-type: none"> produce consume supply technology business government goods services cash credit card check income purchase savings account traffic sign environment map key/legend 	<ul style="list-style-type: none"> <i>*Families in Our Neighborhood</i> <i>*Neighborhood Traditions</i> <i>*Helpers in My Neighborhood</i> <i>*Exploring Changes in My Neighborhood</i> <i>*People at Work in My Neighborhood</i> <i>*Making Choices with Money</i> <i>*Where in the World is My Neighborhood?</i> <i>*Map Symbols</i> <i>*Mapping My Neighborhood</i> <i>*The Golden Rule</i>
Social Studies Language Objectives		<ul style="list-style-type: none"> continent ocean the poles equator origin river mountain desert grid United States 		<ul style="list-style-type: none"> check income purchase savings account traffic sign environment map key/legend 	<ul style="list-style-type: none"> *Essential Lessons
Assessment Options: <u>Interconnection Lessons</u> -each lesson has an assessment					
<u>General:</u> Exit slips, graphic organizer, class/group discussions, teacher observations, presentations, performance tasks.					