



Grade 1 Social Studies






Teacher: Pam Feller

August 2010

CONTENT	SKILLS	ASSESSMENT	RESOURCES/LINKS	ACTIVITIES/STRATEGIES
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September 2010



CONTENT	SKILLS	ASSESSMENT	RESOURCES/LINKS	ACTIVITIES/STRATEGIES
<p>PROCESS & APPLICATION </p> <p>CIVICS/GOVERNMENT </p> <p>B. Rights & Responsibility: Rules, Community, Responsibility Resources: Unit 1, Lesson 5,6</p>	<p>A. Identify steps of the inquiry process to evaluate information (i.e. discuss questions, solve problems, gather information, create and evaluate a new product)</p> <p>A. Participate in group activities to make real world decisions</p> <p>B. Identify orally classroom and school rules</p> <p>B. Apply physically classroom and school rules</p> <p>B. Identify orally consequences of breaking rules</p> <p>B. Recognize verbally the value of positive interactions amongst</p>	<p>Look For Tribal Flags of Montana</p>		





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<p>C. Foundtion of Government: Symbols & People </p> <p>Resources: Unit 1</p>	<p>others (e.g. teachers,students, parents)</p> <p>B. Identify verbally how helping others with responsibilities benefits an individual or group</p>			
<p>Culture</p> <p>D. Interactions Withing Different Environments </p> <p>Resources: Unit 1</p>	<p>B. Identify verbally good manners in a variety if situations (e.g. games, lunch)</p>			
<p>E. Individualism & Interdependence </p> <p>Resources:Unit 2</p>	<p>C. Recite orally the Pledge of Allegiance</p> <p>C. Identify orally the U.S Flag, State Flag, and Tribal Flags</p> <p>C. Identify orally the current President, Governor, Tribal Chairman, and Mayor</p>			
<p>ECONOMICS</p> <p>F. Resources: Needs & Wants </p> <p>Resources: Unit 1</p>	<p>D. Identify the role of self as a member of the class</p>			
<p>HISTORY</p> <p>G. American History: Schools </p> <p>Resources: Unit 1</p>	<p>D. Observe and or participate during Native American Month</p>			

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H. Change Resources: Unit 2	<p>E. Identify in writing family as a group</p> <p>E. Identify in writing basic needs met within a family (e.g. food, clothing, shelter)</p> <p>E. Identify verbally and in writing how changes affect people (e.g. moving, family)</p> <p>F. Identify in writing different jobs of adults (e.g. schools)</p> <p>F. Identify in writing different jobs</p> <p>G. Compare orally and in writing schools of the present to the past</p> <p>H. Identify in writing a sequence of events on a horizontal time line</p>			

November 2010




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PROCESS & APPLICATION	A. Identify steps of the inquiry process to			

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<p>ECONOMICS B. Needs & Choices </p> <p>Resources: Unit 2 (Lesson 3) Unit 3 Lesson 2</p> <p>C. Trading Goods & Services </p> <p>Resources: Unit 3 (Lesson 5)</p> <p>CIVICS/GOVERNMENT</p>	<p>evaluate information (i.e. discuss questions, solve problems, gather information, create and evaluate a new product) A. Participate in group activities to make real world decisions</p> <p>B. Recognize verbally that families have limited resources B. Label in writing and verbally that families make economic choices B. Describe verbally how people exchange money for what they want B. Identify verbally between public goods and services (e.g. Postal Service) B. Describe in writing examples in which science and technology have affected economic conditions (e.g. Postal</p>			


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D. Community Leaders  Resources: Unit 3 (Lesson 3)	Service, Air Mail, Internet)			
CULTURE E. Community & Changes  Resources: Unit 2 Lesson 4 Unit 3 Lesson 1	C. Compare and contrast in writing goods and services C. Identify verbally how people trade money for goods and services C. Identify verbally where money is exchanged for goods and services			
HISTORY F. CHANGES  Resources: Unit 2 Lesson 3 Unit 3 Lesson 4	D. Recognize verbally the responsibility of how local leaders provide services to their community			
GEOGRAPHY G. TRANSPORTATION  Unit 3 (Lesson 6)	E. Generate in writing or verbally a list of how families celebrate holidays E. Describe verbally and in writing human interactions within their community			




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	<p>E. Identify in writing a communities' cultural, ethnic, and economic diversity</p> <p>F. Compare orally families today with families long ago</p> <p>F. Identify in writing the first Americans (e.g. Thanksgiving)</p> <p>F. Analyze verbally how changes in a community affect the people</p> <p>G. Identify in writing different ways people move from place to place</p> <p>G. Compare and contrast verbally transportation of the past, present, and future</p> <p>G. Compare and contrast verbally transportation on land, water, and in air</p>			




February 2011

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<p data-bbox="86 261 506 337">PROCESS & APPLICATION </p> <p data-bbox="86 597 506 703">GEOGRAPHY B. Map, Globe, Chart, Graph </p> <p data-bbox="86 703 506 743">Resources: Unit 2, 3, 4, 5,6</p> <p data-bbox="86 1109 506 1222">C. Landforms and Bodies </p> <p data-bbox="86 1141 506 1222">Resources: Unit 4 & 6 (lesson 1, 4)</p>	<p data-bbox="506 261 835 557">A. Identify steps of the inquiry process to evaluate information (i.e. discuss questions, solve problems, gather information, create and evaluate a new product)</p> <p data-bbox="506 557 835 670">A. Participate in group activities to make real world decisions</p> <p data-bbox="506 735 835 995">B. Locate verbally places on a simple map</p> <p data-bbox="506 816 835 995">B. Identify verbally the directions North, South, East, and West (e.g. North Pole and South Pole)</p> <p data-bbox="506 995 835 1076">B. Show places on a map using a map key</p> <p data-bbox="506 1076 835 1222">B. Identify in writing the parts of a graph (e.g. pictograph & bar graph)</p> <p data-bbox="506 1222 835 1401">B. Classify and interpret verbally or in writing information graph (pictograph & bar graph)</p>			

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D. Natural Resources: Resources: Unit 4 (lesson 2)	C. Identify verbally landforms (e.g. continent)			
E. Changing the Land Resources: Unit 4(lesson 3)	C. Describe verbally the characteristics of landforms			
F. Country/State Resources: Unit 5 (lesson 1)	C. Identify verbally bodies of water (e.g. oceans)			
	C. Describe verbally the characteristics of bodies of water			
ECONOMICS				
G. Factories Resources: Unit 4 (lesson 4 &5)	D. Identify in writing the Earth's resources			
	D. Describe verbally the ways people depend on land and water and use the Earth's resources			
	E. Compare in writing ways people change the land and how changes in the land affect people			
CIVICS/GOVERNMENT				
H. CONFLICT & COOPERATION				
Resources: Unit4 (skill)	F. Recognize on a map that the United States of America is our			

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<p>I. Foundations of Government: Voting, Laws, Anthems </p> <p>Resources: Unit 5 (lesson 4, skill)</p>	<p>country</p> <p>F. Recognize verbally the nations bodies of water (e.g. coast, lakes, and rivers)</p> <p>G. Identify in writing or manipulatively resources that are changed into consumer goods</p> <p>G. Discuss verbally where resources are processed into consumer goods</p> <p>G. Recognize in writing the sequence in the manufacturing process</p> <p>G. Recognize verbally the importance of protecting resources for the future(e.g. recycle, reuse, and reduce)</p> <p>G. Describe verbally the personal and communities responsibility for helping the environment</p>			

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<p>B. People Meet/Communication Resources: Unit 5,6 (lesson 2,5)</p> <p>C. Read a Calendar  Resources: Unit 5 (skill)</p> <p>D. Independence Day  Resources: Unit 5</p> <p>E. Folk Tales  Resources: Unit 6 (Lesson 3)</p> <p>GEOGRAPHY F. People around the</p>	<p>B. Identify verbally important explorers (e.g. Christopher Columbus Native Americans)</p> <p>B. Recognize that native americans were living in America before Columbus arrived</p> <p>B. Recognize verbally that people view historical events different (e.g. reanactment)</p> <p>B. Recognize and identify ways that people communicate (e.g. phone, cell phone, satelite)</p> <p>C. Identify verbally and in writing concepts on a calendar (e.g. month, year, week, day)</p> <p>D. Describe verbally the history of</p>			

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<p>World </p> <p>Unit 6: (Lesson 1,6)</p> <p>CULTURE G. Communities & Language </p> <p>Resources: Unit 6 (Lesson 2)</p> <p>ECONOMICS: H. Linked through People </p> <p>Resources; Unit 6 (lesson 4)</p>	<p>Independence Day</p> <p>D. Identify verbally important heros (e.g. George Washington, Abraham Lincoln, Martin Luther King Jr.)</p> <p>E. Recognize verbally that stories have morals (e.g Fables and Folk Tales)</p> <p>F. Recognize verbally that people live in many parts of the world</p> <p>F. Describe in writing how peoples basic needs are similar around the world</p> <p>G. Compare and contrast children in different countries</p> <p>G. Identify verbally different languages in different countries and how languages help us</p>			

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	<p>understand other cultures</p> <p>H. Identify verbally that people trade goods for money</p> <p>H. Identify verbally that Americans buy from and sell to people in other countries</p> <p>H. Describe verbally how the exchange of foods and animals affect peoples lives</p>			