

**1st Grade Social Studies Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

**Marking Period: 1st Nine Weeks  
Days: 5  
Reporting Category/Strand: Civics**

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| <b>SOL 1.10</b>                                  | The student will apply the traits of a good citizen by<br>a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;<br>b) recognizing the purpose of rules and practicing self-control;<br>c) working hard in school;<br>d) taking responsibility for one's own actions;<br>e) valuing honesty and truthfulness in oneself and others;<br>f) participating in classroom decision making through voting.   |
| <b>Essential Knowledge/Skills/Understandings</b> | <b>Essential Knowledge:</b><br>Students can demonstrate good citizenship by<br>• playing fairly<br>• exhibiting good sportsmanship<br>• helping others<br>• treating others with respect<br>• recognizing the purpose of rules<br>• practicing self-control<br>• working hard in school<br>• taking responsibility for one's own actions<br>• valuing honesty and truthfulness in oneself and others<br>• participating in classroom decision making.<br><br>Reasons for rules<br>• To protect rights of people<br>• To suggest good behavior<br>• To voice your self-interest<br>To keep people safe<br><br>Reasons for voting<br>• To take part in the process |

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|                            | <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>● Make decisions based on information.</li> <li>● Differentiate between points of view held by self and others.</li> <li>● Participate in groups and democratic society.</li> <li>● Follow oral and written directions.</li> </ul> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>● Good citizens show a variety of positive traits.</li> <li>● Rules are made so that everyone is treated fairly.</li> <li>● Good citizens help make decisions in their classrooms by voting when the chance is provided.</li> </ul> |
| <b>Essential Questions</b> | <p>What are some traits of good citizens?<br/>Why are rules necessary?<br/>Why do people vote?</p>   |
| <b>Primary Resources</b>   | <p><a href="#">Community Rules and Laws, Second edition</a><br/><a href="#">Rules and responsibilities</a><br/><b>Books:</b><br/>I am a Good Citizen by Mary Salzmann</p>  |
| <b>Assessment</b>          | <p>Teacher observation, activities such as voting and observing students modeling the traits of a good citizen</p>   |

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**Marking Period: 1st Nine Weeks**

**Days: 15**

**Reporting Category/Strand: Geography**

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| <p><b>SOL 1.4</b></p>                                   | <p>The student will develop map skills by</p> <ul style="list-style-type: none"><li>a) recognizing basic map symbols, including references to land, water, cities, and roads;</li><li>b) using cardinal directions on maps;</li><li>c) identifying the shapes of the United States and Virginia on maps and globes;</li><li>d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.</li></ul>  |
| <p><b>Essential Knowledge/Skills/Understandings</b></p> | <p><b>Essential Knowledge:</b></p> <p>Terms to know</p> <ul style="list-style-type: none"><li>• map: A drawing that shows what places look like from above and where they are located</li><li>• globe: A round model of the Earth</li><li>• symbol: A picture or thing that stands for something else</li><li>• cardinal directions: The directions of north, east, south, and west</li></ul> <p>Map symbols to know how to identify</p> <ul style="list-style-type: none"><li>• Land</li><li>• Water</li><li>• Cities</li><li>• Roads</li></ul> <p>The terms north, east, south, and west are used to determine location on simple maps.</p> <p>Virginia and the United States may be located by their shapes on maps and globes.</p> <p>The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United</p> |

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|                                   | <p>States map.</p> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>● Identify and use cardinal directions.</li> <li>● Locate areas on maps.</li> <li>● Interpret simple maps and globes.</li> <li>● Use maps of familiar objects or areas.</li> <li>● Differentiate colored symbols on maps and globes.</li> </ul> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>● Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</li> <li>● The United States and Virginia can be identified by their shapes on maps and globes.</li> <li>● The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.</li> </ul> |
| <p><b>Essential Questions</b></p> | <p>How are land, water, cities, and roads shown on a map?</p> <p>What are the cardinal directions?</p> <p>Where is the United States located on a globe?</p> <p>Where is the United States located on a world map?</p> <p>Where is Virginia located on a United States map?</p> <p>Where are the capital cities of Washington, D.C., and Richmond, Virginia, located on a United States map?</p>   |
| <p><b>Primary Resources</b></p>   | <p><b>Book:</b><br/>Me on the Map</p>  |
| <p><b>Assessment</b></p>          | <p>Paper and pencil assessment of cardinal directions, answer questions about a map ( locating water, land, cities, roads, and interpreting the map key) Students will locate the United States and Virginia on a map and globe.</p>   |

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**Marking Period: 1st Nine Weeks**

**Days: 15 running concurrent with 1.4**

**Reporting Category/Strand: Geography**

|  |   |
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| <b>SOL 1.5</b>                                   | The student will construct a simple map of a familiar area, using basic map symbols in the map legend.  |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/> Terms to know<br/> • map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for<br/> Maps include symbols, which are pictures that stand for something else.</p> <p>Most maps have legends, which include the symbols that represent objects and places. Maps include the cardinal directions of north, east, south, and west.</p> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and use cardinal directions.</li> <li>• Make and use simple map symbols.</li> <li>• Draw maps of familiar objects or areas.</li> <li>• Use a map legend.</li> </ul> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>• A map is a drawing that shows what a place looks like from above and where it is located.</li> <li>• People who make maps include a map legend.</li> <li>• A map legend includes symbols that represent objects and places.</li> </ul> |
| <b>Essential Questions</b>                       | <p>What is included when making a map?</p> <p>What information is learned from a map legend?</p>  |
| <b>Primary Resources</b>                         | <a href="#"><u>Simple Maps and globes (session 1-13)</u></a>  |
| <b>Assessment</b>                                | The student will construct a map of a familiar place such as the town, their home, etc. and provide a map legend using basic map symbols.   |

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**Marking Period: 1st Nine Weeks**

**Days: 15 running concurrent with 1.4 and 1.5**

**Reporting Category/Strand: Geography**

|   |   |
|---|---|
| <p><b>SOL 1.6</b></p>                                   | <p>The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p>   |
| <p><b>Essential Knowledge/Skills/Understandings</b></p> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>• location: Where people live</li> <li>• climate: The kinds of weather an area has over a long period of time</li> <li>• physical surroundings: Land and bodies of water</li> <li>• season: Any one of the four phases of the year: spring, summer, fall, or winter</li> </ul> <p>Location, climate, and physical surroundings affect the way people in a community meet their basic needs. This includes the</p> <ul style="list-style-type: none"> <li>• foods they eat</li> <li>• clothing they wear</li> <li>• kinds of houses they build.</li> </ul> <p>Geography affects how people travel from one place to another and determines what is available for recreation.</p> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify primary ideas expressed in graphic data.</li> <li>• Use information from print and nonprint sources.</li> <li>• Use resource materials.</li> <li>• Gather and classify information.</li> <li>• Use and explain simple charts.</li> </ul> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>• Geography includes the study of locations, climate, and physical surroundings.</li> <li>• Location, climate, and physical surroundings affect the way people live.</li> </ul> |
| <p><b>Essential Questions</b></p>                       | <p>How does location affect the way people live?</p> <p>How does climate affect the way people live?</p>  |

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|                          | How do physical surroundings affect the way people live?                |
| <b>Primary Resources</b> | <a href="#">Exploring the Diversity of Life: Forest School</a>          |
| <b>Assessment</b>        | Teacher observation of student discussion and participation in lessons. |

**Marking Period: 1st Nine Weeks**

**Days: 1**

**Reporting Category/Strand: History**

|  |  |
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| <b>SOL 1.3</b>                                   | The student will discuss the lives of people associated with Presidents' Day, <b>Columbus Day</b> , and the events of Independence Day (Fourth of July).   |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>• holiday: A day on which something or someone is honored or remembered</li> </ul> <p>Holidays to know</p> <ul style="list-style-type: none"> <li>• Columbus Day: This is a day to remember Christopher Columbus, who is given credit for discovering America. It is observed in October.</li> </ul> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Collect, organize, and record information.</li> <li>• Use a calendar.</li> </ul> |

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|                            | <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>Major holidays are celebrated to remember certain important leaders and events of the past.</li> </ul> |
| <b>Essential Questions</b> | <p>Why do people celebrate holidays?</p> <p>Who are the people most associated with these holidays?</p>   |
| <b>Primary Resources</b>   | <p><a href="#">Columbus Day</a></p> <p><b>Books:</b><br/>In 1492 by Jean Marzollo</p>   |
| <b>Assessment</b>          | <p>Teacher observation and writing activity.(Write about his voyage including things needed, hardships encountered and other facts about him.)</p>                                    |

**Marking Period: 2nd Nine Weeks**

**Days: 3**

**Reporting Category/Strand: History**

|  |  |
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| <b>SOL 1.3</b>                                   | <p>The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).(Veteran's Day)</p>   |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>holiday: A day on which something or someone is honored or remembered</li> </ul> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>Collect, organize, and record information.</li> <li>Use a calendar.</li> </ul> <p><b>Essential Understandings:</b><br/>Major holidays are celebrated to remember certain important leaders and events of the past.</p> |



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| <b>Essential Questions</b> | Why do people celebrate holidays?<br><br>Who are the people most associated with these holidays? |
| <b>Primary Resources</b>   | <a href="#">Veteran's Day Observing the Holiday</a>  |
| <b>Assessment</b>          | Teacher observation and discussions  |

**Marking Period: 2nd Nine Weeks**  
**Days: 3**  
**Reporting Category/Strand: Civics**

|  |   |
|--|---|
| <b>SOL 1.10f</b>                                 | f) participating in classroom decision making through voting.   |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/> Reasons for voting</p> <ul style="list-style-type: none"> <li>• To voice your self-interest</li> <li>• To take part in the process</li> </ul> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Make decisions based on information.</li> <li>• Differentiate between points of view held by self and others.</li> <li>• Participate in groups and democratic society.</li> <li>• Follow oral and written directions.</li> </ul> <p><b>Essential Understandings:</b><br/> Good citizens help make decisions in their classrooms by voting when the chance is provided.</p> |
| <b>Essential Questions</b>                       | Why do people vote?   |

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| <b>Primary Resources</b> | <a href="#">Citizenship in the community</a> |
| <b>Assessment</b>        | A model voting activity                      |

**Marking Period: 2nd Nine Weeks**  
**Days: 5**  
**Reporting Category/Strand: History**

| <b>SOL 1.1</b>                                   | The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.  |  |  |         |        |                |                          |                                 |                        |                    |                                  |                                  |  |                       |   |  |                                   |                    |  |   |                                      |
|--|---|--|--|---------|--------|----------------|--------------------------|---------------------------------|------------------------|--------------------|----------------------------------|----------------------------------|--|-----------------------|---|--|-----------------------------------|--------------------|--|---|--------------------------------------|
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/> Terms to know</p> <ul style="list-style-type: none"> <li>· community: A place where people live, work, and play</li> <li>· change: Something that happens to make things different</li> <li>· family: A group of people who care for one another</li> <li>· past: Things that have already happened</li> <li>· present: Things that are happening right now</li> <li>· future: Things that may happen someday</li> </ul> <p>Timelines show the sequence of events occurring in the past, present, and future.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PAST</th> <th>PRESENT</th> <th>FUTURE</th> </tr> </thead> <tbody> <tr> <td><b>Schools</b></td> <td>Small one-room buildings</td> <td>Large buildings with many rooms</td> <td>Virtual schools online</td> </tr> <tr> <td><b>Communities</b></td> <td>Smaller than today, fewer people</td> <td>Larger than in past, more people</td> <td>Larger than at present, virtual communities online</td> </tr> <tr> <td><b>Transportation</b></td> <td>Walking, riding on horses, riding in wagons</td> <td>Riding in cars, buses, airplanes, trains, and space shuttles</td> <td>Riding in electric and solar cars</td> </tr> <tr> <td><b>Family Life</b></td> <td>Handmade clothes, homemade games, family vegetable</td> <td>Store-bought clothes, electronic games,</td> <td>Custom clothes, virtual games online</td> </tr> </tbody> </table> |  | PAST   | PRESENT | FUTURE | <b>Schools</b> | Small one-room buildings | Large buildings with many rooms | Virtual schools online | <b>Communities</b> | Smaller than today, fewer people | Larger than in past, more people | Larger than at present, virtual communities online | <b>Transportation</b> | Walking, riding on horses, riding in wagons | Riding in cars, buses, airplanes, trains, and space shuttles | Riding in electric and solar cars | <b>Family Life</b> | Handmade clothes, homemade games, family vegetable | Store-bought clothes, electronic games, | Custom clothes, virtual games online |
|  | PAST  | PRESENT  | FUTURE   |         |        |                |                          |                                 |                        |                    |                                  |                                  |  |                       |   |  |                                   |                    |  |   |                                      |
| <b>Schools</b>                                   | Small one-room buildings  | Large buildings with many rooms                              | Virtual schools online                             |         |        |                |                          |                                 |                        |                    |                                  |                                  |  |                       |   |  |                                   |                    |  |   |                                      |
| <b>Communities</b>                               | Smaller than today, fewer people  | Larger than in past, more people                             | Larger than at present, virtual communities online |         |        |                |                          |                                 |                        |                    |                                  |                                  |  |                       |   |  |                                   |                    |  |   |                                      |
| <b>Transportation</b>                            | Walking, riding on horses, riding in wagons   | Riding in cars, buses, airplanes, trains, and space shuttles | Riding in electric and solar cars                  |         |        |                |                          |                                 |                        |                    |                                  |                                  |  |                       |   |  |                                   |                    |  |   |                                      |
| <b>Family Life</b>                               | Handmade clothes, homemade games, family vegetable  | Store-bought clothes, electronic games,                      | Custom clothes, virtual games online               |         |        |                |                          |                                 |                        |                    |                                  |                                  |  |                       |   |  |                                   |                    |  |   |                                      |

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|                            |  |                       |         |                       |  |
|----------------------------|--|-----------------------|---------|-----------------------|--|
|                            | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">gardens</td> <td style="width: 25%; text-align: center;">microwaveable<br/>food</td> <td style="width: 25%;"></td> </tr> </table> <p><b>Essential Skills:</b><br/>Gather and classify information.<br/>Interpret concepts expressed by pictures.<br/>Use timelines.<br/>Sequence events in chronological order.</p> <p><b>Essential Understandings:</b><br/>Past, present, and future times are different.<br/>Everyday life changes in different places and times.<br/>The sequence of events can be shown on a timeline.</p> |                       | gardens | microwaveable<br>food |  |
|                            | gardens  | microwaveable<br>food |         |                       |  |
| <b>Essential Questions</b> | <p>How have schools changed over time?<br/>How have communities changed over time?<br/>How has transportation changed over time?<br/>How has family life changed over time?<br/>What does a timeline show about the past and present?<br/>How might a community change in the future?</p>  |                       |         |                       |  |
| <b>Primary Resources</b>   | <p><a href="#">Discovering Past and Present Times (Sessions 1-8)</a></p>   |                       |         |                       |  |
| <b>Assessment</b>          | <p>The students will construct a time line.</p>  |                       |         |                       |  |

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**Marking Period: 2nd Nine Weeks**

**Days: 5 running concurrent with 1.1 (Thanksgiving)**

**Reporting Category/Strand: History and Geography**

|   |   |
|---|---|
| <p><b>SOL 1.6</b></p>                                   | <p>The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p>   |
| <p><b>Essential Knowledge/Skills/Understandings</b></p> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>• location: Where people live</li> <li>• climate: The kinds of weather an area has over a long period of time</li> <li>• physical surroundings: Land and bodies of water</li> <li>• season: Any one of the four phases of the year: spring, summer, fall, or winter</li> </ul> <p>Location, climate, and physical surroundings affect the way people in a community meet their basic needs. This includes the</p> <ul style="list-style-type: none"> <li>• foods they eat</li> <li>• clothing they wear</li> <li>• kinds of houses they build.</li> </ul> <p>Geography affects how people travel from one place to another and determines what is available for recreation.</p> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify primary ideas expressed in graphic data.</li> <li>• Use information from print and nonprint sources.</li> <li>• Use resource materials.</li> <li>• Gather and classify information.</li> <li>• Use and explain simple charts.</li> </ul> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>• Geography includes the study of locations, climate, and physical surroundings.</li> <li>• Location, climate, and physical surroundings affect the way people live.</li> </ul> |
| <p><b>Essential Questions</b></p>                       | <p>How does location affect the way people live?<br/>How does climate affect the way people live?<br/>How do physical surroundings affect the</p>   |

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|                          |  |
|--------------------------|--|
|                          | way people live?                                     |
| <b>Primary Resources</b> | <a href="#">How we live depends on where we live</a> |
| <b>Assessment</b>        | Discussion and teacher observation                   |

**Marking Period: 2nd Nine Weeks**

**Days: 10**

**Reporting Category/Strand: History (Christmas)**

|  |  |
|--|--|
| <b>SOL 1.3</b>                                   | The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).   |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>• holiday: A day on which something or someone is honored or remembered</li> </ul> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Collect, organize, and record information.</li> <li>• Use a calendar.</li> </ul> <p><b>Essential Understandings:</b><br/>Major holidays are celebrated to remember certain important leaders and events of the past.</p> |
| <b>Essential Questions</b>                       | Why do people celebrate holidays?  |

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|                          |   |
|--------------------------|---|
|                          | Who are the people most associated with these holidays? |
| <b>Primary Resources</b> | -<br>.  |
| <b>Assessment</b>        | Observation and discussion                              |

**Marking Period: 3rd Nine Weeks**

**Days: 10**

**Reporting Category/Strand: Economics**

|  |   |
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| <b>SOL 1.7</b>                                   | The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services  |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>• goods: Things people make or use to satisfy needs and wants</li> <li>• services: Activities that satisfy people's needs and wants</li> <li>• consumer: A person who uses or buys goods and services</li> <li>• producer: A person who makes goods or provides services</li> </ul> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Collect, organize, and record information.</li> <li>• Gather and classify information.</li> </ul> <p><b>Essential Understandings:</b><br/>Goods and services satisfy people's needs and wants.<br/>People are consumers when they buy or use goods and services.</p> |

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|                            |   |
|----------------------------|---|
|                            | People are producers when they make goods or provide services.<br>Most people are both consumers and producers. |
| <b>Essential Questions</b> | What are goods?<br><br>What are services?<br><br>Who is a consumer?<br><br>Who is a producer?                   |
| <b>Primary Resources</b>   | <a href="#">Economy In and Between Communities and Goods and Services</a>                                       |
| <b>Assessment</b>          | sorting activities, teacher made written test   |

**Marking Period: 3rd Nine Weeks**

**Days: 10 running concurrent with 1.7**

**Reporting Category/Strand: Economics**

|  |  |
|--|--|
| <b>SOL 1.8</b>                                   | The student will explain that people make choices because they cannot have everything they want.   |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>● People cannot have all the goods and services they want.</li> <li>● They must choose some things and give up others.</li> </ul> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>● Make decisions based on information.</li> <li>● Explain cause-and-effect relationships.</li> </ul> <p><b>Essential Understandings:</b><br/>People make choices because they cannot have everything they want.</p> |
| <b>Essential Questions</b>                       | What happens when people cannot have everything they want?   |

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|                          |  |
|--------------------------|--|
| <b>Primary Resources</b> |  |
| <b>Assessment</b>        | sorting between needs and wants, teacher made written test |

**Marking Period: 3rd Nine Weeks**

**Days: 10 running concurrent with 1.7 and 1.8**

**Reporting Category/Strand: Economics**

|  |   |
|--|---|
| <b>SOL 1.9</b>                                   | The student will recognize that people save money for the future to purchase goods and services.  |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>• money: Paper bills and coins used to pay for goods and services</li> <li>• savings: Money not spent now so it can be spent in the future</li> </ul> <p>People save to buy something later when they have enough money.</p> <p><b>Essential Skills:</b><br/>Make decisions based on information.</p> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>• People can choose to spend or save money.</li> <li>• To save money, people give up spending now in order to buy goods and services in the future.</li> </ul> |
| <b>Essential Questions</b>                       | <p>What is saving?</p> <p>Why do people save money?</p>   |
| <b>Primary Resources</b>                         | <a href="#">Saving Money and People Work to Earn Money</a>  |



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| <b>Assessment</b> |  |
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**Marking Period: 3rd Nine Weeks**  
**Days: 10**  
**Reporting Category/Strand: History**

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| <b>SOL 1.2</b>                                   | The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt  |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/> Terms to know<br/> • contribution: The act of giving or doing something</p> <p>People to know<br/> • George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first president of the United States. He is known as the “Father of Our Country.”<br/> • Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America.<br/> • Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a president of the United States. He was known as “Honest Abe.”<br/> • George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.<br/> • Eleanor Roosevelt: She was a leader for equal rights for all people. Sh volunteered for many organizations.</p> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Use information from print and nonprint sources.</li> <li>• Use resource materials.</li> <li>• Gather and classify information.</li> </ul> <p><b>Essential Understandings:</b><br/> Important deeds were accomplished by people who became American leaders.</p> |

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| <b>Essential Questions</b> | What contributions do we remember that were made by George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt?  |
| <b>Primary Resources</b>   | <p><a href="#">Contributions of American Leaders (Sessions 1-8)</a></p> <p><b>Books:</b><br/>         What's the Big Idea, Ben Franklin by Jean Fritz<br/>         George Washington by James Giblin<br/>         Picture Book of George Washington Carver by David Adler<br/>         President's Day by Amy Margaret</p> |
| <b>Assessment</b>          |  |

**Marking Period: 3rd Nine Weeks**  
**Days: 5**  
**Reporting Category/Strand: History**

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| <b>SOL 1.3</b>                                   | The student will discuss the lives of people associated with <b>Presidents' Day</b> , Columbus Day, and the events of Independence Day (Fourth of July).  |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Presidents' Day: This is a day to remember all United States presidents, especially George Washington and Abraham Lincoln. It is observed in February</li> </ul> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Collect, organize, and record information.</li> <li>• Use a calendar.</li> </ul> <p><b>Essential Understandings:</b></p> <p>Major holidays are celebrated to remember certain important leaders and events of the past.</p> |

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| <b>Essential Questions</b> | Why do people celebrate holidays?<br><br>Who are the people most associated with these holidays? |
| <b>Primary Resources</b>   |  |
| <b>Assessment</b>          |  |

**Marking Period: 4th Nine Weeks**  
**Days: 5**  
**Reporting Category/Strand: History**

| <b>SOL 1.1</b>                                   | The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.  |                                 |                        |         |        |                |                          |                                 |                        |
|--|---|---------------------------------|------------------------|---------|--------|----------------|--------------------------|---------------------------------|------------------------|
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>· community: A place where people live, work, and play</li> <li>· change: Something that happens to make things different</li> <li>· family: A group of people who care for one another</li> <li>· past: Things that have already happened</li> <li>· present: Things that are happening right now</li> <li>· future: Things that may happen someday</li> </ul> <p>Timelines show the sequence of events occurring in the past, present, and future.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">PAST</th> <th style="text-align: center;">PRESENT</th> <th style="text-align: center;">FUTURE</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Schools</b></td> <td style="text-align: center;">Small one-room buildings</td> <td style="text-align: center;">Large buildings with many rooms</td> <td style="text-align: center;">Virtual schools online</td> </tr> </tbody> </table> |                                 | PAST                   | PRESENT | FUTURE | <b>Schools</b> | Small one-room buildings | Large buildings with many rooms | Virtual schools online |
|  | PAST  | PRESENT                         | FUTURE                 |         |        |                |                          |                                 |                        |
| <b>Schools</b>                                   | Small one-room buildings  | Large buildings with many rooms | Virtual schools online |         |        |                |                          |                                 |                        |

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| <b>Communities</b>    | Smaller than today, fewer people                           | Larger than in past, more people                             | Larger than at present, virtual communities online |
| <b>Transportation</b> | Walking, riding on horses, riding in wagons                | Riding in cars, buses, airplanes, trains, and space shuttles | Riding in electric and solar cars                  |
| <b>Family Life</b>    | Handmade clothes, homemade games, family vegetable gardens | Store-bought clothes, electronic games, microwaveable food   | Custom clothes, virtual games online               |

**Essential Skills:**

- Gather and classify information.
- Interpret concepts expressed by pictures.
- Use timelines.
- Sequence events in chronological order.

**Essential Understandings:**

- Past, present, and future times are different.
- Everyday life changes in different places and times.
- The sequence of events can be shown on a timeline.

**Essential Questions**

How have schools changed over time?

How have communities changed over time?

How has transportation changed over time?

How has family life changed over time?

What does a timeline show about the past and present?

How might a community change in the future?

**Primary Resources**

[Discovering Past and Present \(Sessions 1-8\)](#)

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| <b>Assessment</b> |  |
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**Marking Period: 4th Nine Weeks**

**Days: 10**

**Reporting Category/Strand: Geography**

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| <b>SOL 1.4</b>                                   | <p>The student will develop map skills by</p> <ul style="list-style-type: none"> <li>a) recognizing basic map symbols, including references to land, water, cities, and roads;</li> <li>b) using cardinal directions on maps;</li> <li>c) identifying the shapes of the United States and Virginia on maps and globes;</li> <li>d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.</li> </ul>  |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b></p> <p>Terms to know</p> <ul style="list-style-type: none"> <li>• map: A drawing that shows what places look like from above and where they are located</li> <li>• globe: A round model of the Earth</li> <li>• symbol: A picture or thing that stands for something else</li> <li>• cardinal directions: The directions of north, east, south, and west</li> </ul> <p>Map symbols to know how to identify</p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Water</li> <li>• Cities</li> <li>• Roads</li> </ul> <p>The terms north, east, south, and west are used to determine location on simple maps.</p> <p>Virginia and the United States may be located by their shapes on maps and globes.<br/>The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United States map.</p> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and use cardinal directions.</li> <li>• Locate areas on maps.</li> <li>• Interpret simple maps and globes.</li> </ul> |

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|                            | <ul style="list-style-type: none"> <li>● Use maps of familiar objects or areas.</li> <li>● Differentiate colored symbols on maps and globes.</li> </ul> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>● Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</li> <li>● The United States and Virginia can be identified by their shapes on maps and globes.</li> <li>● The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.</li> </ul> |
| <b>Essential Questions</b> | <p>How are land, water, cities, and road shown on a map?</p> <p>What are the cardinal directions?</p> <p>Where is the United States located on a globe?</p> <p>Where is the United States located on a world map?</p> <p>Where is Virginia located on a United States map?</p> <p>Where are the capital cities of Washington, D.C., and Richmond, Virginia, located on a United States map?</p>  |
| <b>Primary Resources</b>   | <p><a href="#">Simple Maps and Globes (Session 1-13)</a></p>   |
| <b>Assessment</b>          |  |

**Marking Period: 4th Nine Weeks**  
**Days: 10 running concurrent with 1.4**  
**Reporting Category/Strand: Civics**

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| <b>SOL 1.11</b> | The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States |
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|   | <p>by</p> <p>a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;</p> <p>b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.</p>  |
| <p><b>Essential Knowledge/Skills/Understandings</b></p> | <p><b>Essential Knowledge:</b><br/>Terms to know</p> <ul style="list-style-type: none"> <li>• symbol: A picture or thing that stands for something else</li> <li>• tradition: A custom or belief that happens over a long period of time</li> <li>• patriotic: Showing respect for and love of country</li> <li>• American flag: A flag representing the United States</li> </ul> <p>Patriotic symbols of the United States</p> <ul style="list-style-type: none"> <li>• American flag</li> <li>• bald eagle</li> <li>• Washington Monument</li> <li>• Statue of Liberty</li> </ul> <p>Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.</p> <p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain symbols.</li> <li>• Gather, classify, and interpret information.</li> </ul> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>• The United States has patriotic symbols and traditions.</li> <li>• Patriotic symbols and traditions honor the people and the history of the United States.</li> </ul> |
| <p><b>Essential Questions</b></p>                       | <p>What are some patriotic symbols and traditions of the United States?</p> <p>How do citizens demonstrate respect for the American flag and the United States?</p>   |
| <p><b>Primary Resources</b></p>                         | <p><a href="#">Symbols (Sessions 13-18)</a></p>   |

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|                   | <p><a href="#">The Journey of the One and Only Declaration of Independence and U.S. Symbols</a></p> <p><b>Books:</b><br/>         American Symbols by Bentley Boyd<br/>         Statue of Liberty by Lloyd Douglas<br/>         American Flag by Lloyd Douglas<br/>         Bald Eagle by Lloyd Douglas</p> |
| <b>Assessment</b> |   |

**Marking Period: 4th Nine Weeks**  
**Days: 5**  
**Reporting Category/Strand: Civics**

|  |   |
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| <b>SOL 1.12</b>                                  | <p>The student will recognize that communities in Virginia</p> <ul style="list-style-type: none"> <li>a) have local governments;</li> <li>b) benefit from people who volunteer in their communities;</li> <li>c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.</li> </ul>   |
| <b>Essential Knowledge/Skills/Understandings</b> | <p><b>Essential Knowledge:</b><br/>         Communities in Virginia have local governments that</p> <ul style="list-style-type: none"> <li>• are elected by the people</li> <li>• try to make the community a better place to live and work.</li> </ul> <ul style="list-style-type: none"> <li>• Volunteers work to make communities better.</li> <li>• Communities in Virginia include people</li> </ul> |



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- of many ethnic origins who come from
- different places around the world.
- Most Virginians make valuable
- contributions to their communities.
- People celebrate American holidays and
- traditions in addition to their own
- cultural holidays and traditions.

People in our communities are united as Americans by common principles and traditions, such as

- celebrating Independence Day (Fourth of July)
- pledging allegiance to the flag
- voting in elections.

**Essential Skills:**

- Interpret ideas and events expressed in the media.
- Draw conclusions and make generalizations of data.
- Gather, classify, and interpret information.

**Essential Understandings:**

- Communities in Virginia have local governments.
- Volunteers help communities.
- Communities in Virginia include people with different ethnic origins, customs, and traditions.
- Most Virginians contribute to their communities and are united as
- Americans by common principles.

|                            |  |
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| <b>Essential Questions</b> | <p>Why are local governments important?</p> <p>Why do communities need volunteers?</p> <p>How do Virginians of different ethnic origins, customs, and traditions share common principles?</p> <p>What common principles unite Virginians as Americans?</p> |
| <b>Primary Resources</b>   |  |
| <b>Assessment</b>          |  |

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