

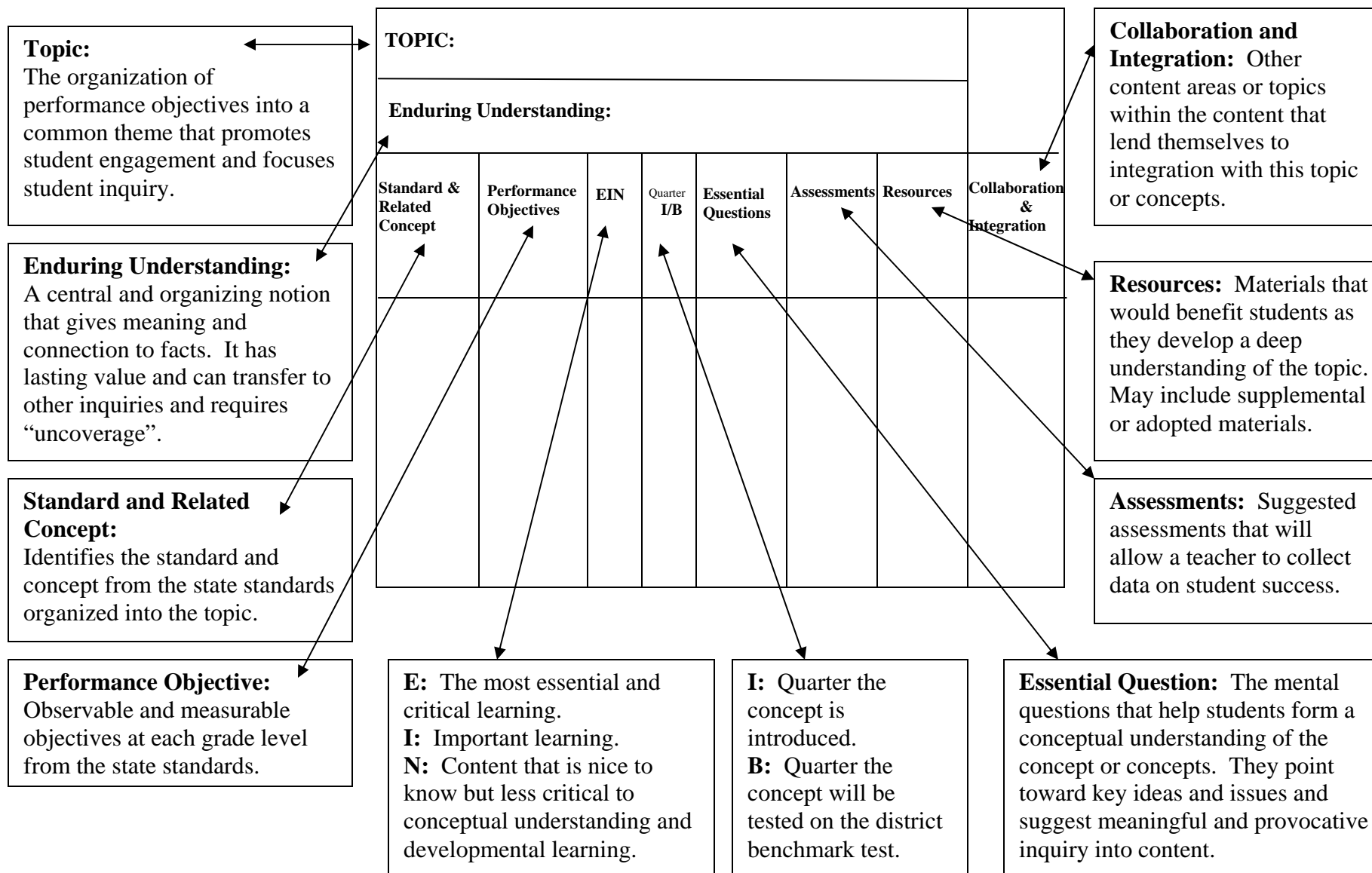
Deer Valley Unified School District

Social Studies Curriculum

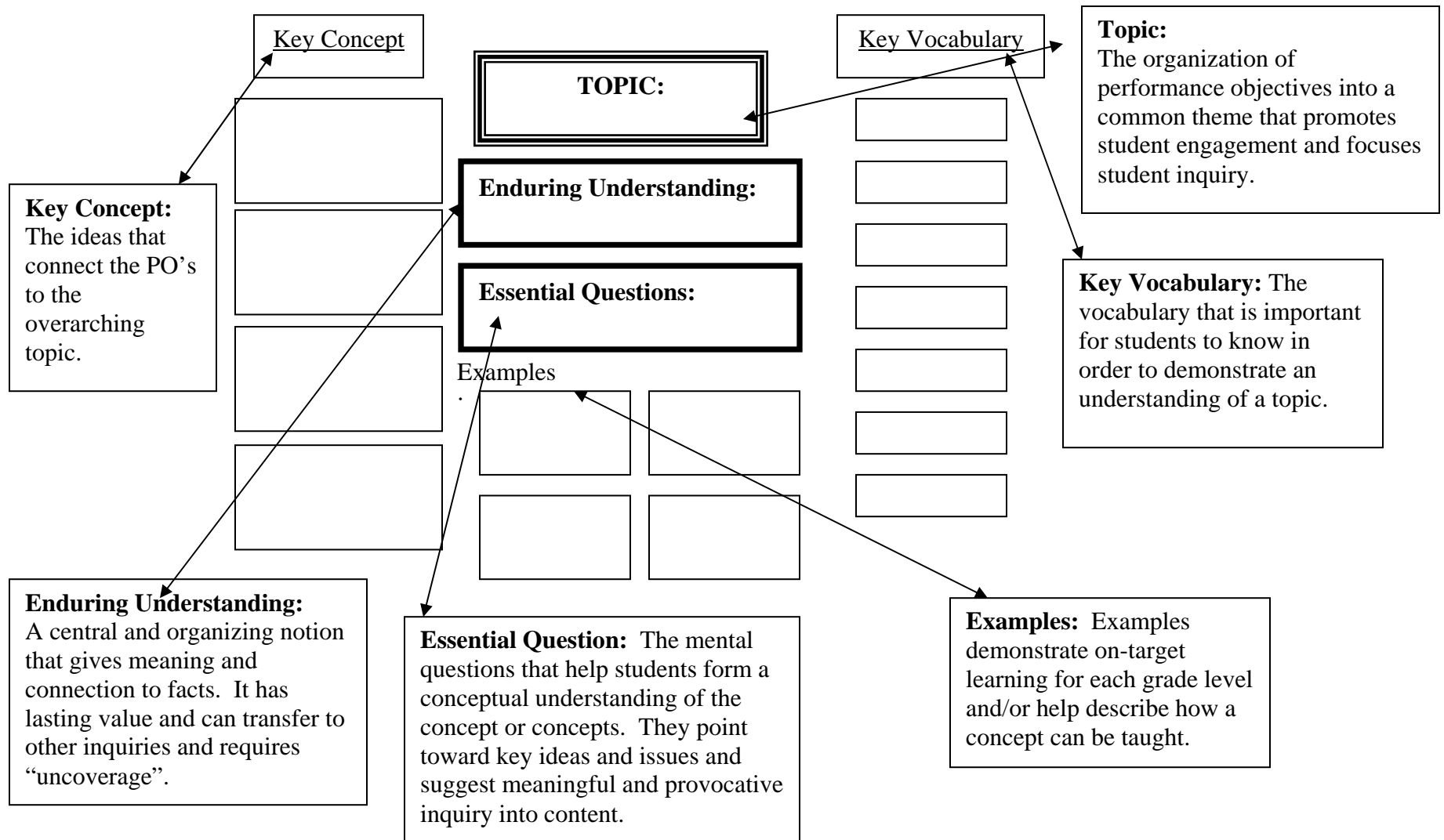


First Grade

Curriculum Definition Page



Concept Map Definition Page



Deer Valley Social Studies Quarterly Scope

Grade: 1st

TOPIC: American History						Quarter this will be taught:
Enduring Understanding: The United States is a land of many cultures.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 1: Research Skills	PO 1. Place important life events in chronological order on a timeline. PO 2. Retell stories to describe past events, people and places. PO 3. Use Primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	E E I	How are people different or the same as others of today and then?			
	PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Anasazi, Hohokam, Mound-builders, Aztec, Mayan) Connect with Strand 2 Concept 2 PO 2. Recognize that settlement led to the development of farming techniques (e.g., irrigation government, art, architecture and communications) in North America	I I	What did different American cultures learn from each other? How did people help each other to live?			
	PO 1. Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods). PO 2. Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, First Thanksgiving, exchange of ideas, culture and goods). PO 3. Recognize that the U.S. began as the 13 colonies ruled by England.	I E I	Why would people need to farm?			
Strand 1 Concept 2: Early Civilization						
Strand 1 Concept 3: Exploration and Colonization						

Key Concepts:

Past events have an impact on our culture, beliefs, and society.

Recognize why and how people of the past used the land.

Describe the lives of the early American colonists.

Recognize individuals who have supported the rights and freedoms of others.

Understand the U.S. is a country made up of different people.

TOPIC: American History

Enduring Understanding:

The United States is a land of many cultures.

Essential Question(s):

How are people different or the same as others of today and then?
What did different American cultures learn from each other?
How did people help each other live?
Why would people need to farm?
What are different ways that MLK, Chavez, Parks showed people about equality?

Examples:

Create a Timeline: What does it represent? What comes first?

How did Squanto show the pilgrims the best way to grow food?

Draw/paint a picture that highlights the achievements of MLK, Chavez, or Parks.

Compare how the children of colonial times lived to children of today.

Vocabulary:

Timeline

Artifacts

Culture/Civilization

Colony/Colonist

Pilgrims

Native Americans

Civil rights

Equality

Freedom

Diversity

E pluribus Unum

Deer Valley Social Studies Quarterly Scope

Grade: 1st

TOPIC: World History						Quarter this will be taught:
Enduring Understanding: World cultures have changed from past to present.						
Standard and Related Concept	Performance Objectives	EIN	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 1: Research Skills for History	PO 1. Place important life events in chronological order on a timeline PO 2. Retell stories to describe past events, people and places PO 3. Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past	E E I	Place the important events in your life.			
	Strand 2 Concept 2: Early Civilizations	PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (i.e., Mesopotamia, Egypt) PO 2. Recognize that settlement led to the development of farming techniques (Nile River, flooding) government (pharaohs), art/architecture (pyramids) and writing (hieroglyphics) in Ancient Egypt which contributed to the advancement of their own civilization. PO 3. Recognize that civilization in Americas had similar characteristics of the Egyptian Connect with Strand 1 Concept 2	I I I		How do people develop into communities? What characteristics do all civilizations have? How are things different now than when your parents/grandparents were your age?	
Strand 2 Concept 7: Age of Imperialism						
Strand 2 Concept 9: Contemporary World History	PO 1. Recognize reason (e.g., land, world power, resources) why England and Spain wanted to rule other countries (Africa, America) Connect with Strand 1 Concept 3	N				

	<p>PO 1. Discuss current events from various resources (e.g., newspapers, magazines, television, Internet, books, maps.)</p> <p>PO 2. Recognize that civilizations (i.e., Mesopotamia, Egypt) have changed from past to present</p>	<p>I</p> <p>N</p>	<p>What is happening in the world today?</p>			
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Key Concepts:

Recognize why and how various people of the past used the land world-wide.

Recognize civilizations all over the world changed from past to present.

Discuss events happening around the world

Use timelines and primary sources.

TOPIC: World History

Enduring Understanding:

World cultures have changed from past to present.

Essential Question(s):

Place the important events in your life.

How are things different now than when your parents/grandparents were your age?

How do people develop into communities? What characteristics do all civilizations have?

What is happening in the world today?

Examples:

Timeline of student's and/or parent's life: what it represents, what are highlights, what comes first and last.

Discuss important current events by using newspapers or magazines.

Venn diagram: compare ancient Egyptians to ancient Native Americans.

Build civilizations (mini cities) using cooperative learning stations or groups.

Vocabulary:

Timeline

Farming

Egypt

Hieroglyphics

Current event

Civilization

Ancient

Culture

Settlement

Deer Valley Social Studies Quarterly Scope

Grade: 1st

TOPIC: Government /Citizenship						Quarter this will be taught
Enduring Understanding: Democracy is our form of government which allows people to vote.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 3 Concept 1: Foundations of Government	PO 1. Recognize that national symbols and monuments represent American democracy and values a. American flag b. Bald Eagle c. Statue of Liberty d. White House e. Washington Monument	I	What symbols represent American democracy and what do they mean to Americans?			
	PO 2. Recognize the Pledge of Allegiance and National Anthem.	I				
	PO 3. Practice examples of Democracy in action (e.g., voting, making classroom rules).	E	What is American democracy?			
	PO 4. Recognize how students work together to achieve common goals.	I				
	PO 5. Discuss the significance of national holidays: a. Thanksgiving b. Presidents’ Day c. Martin Luther King, Jr. Day d. Fourth of July e. Constitution Day	I	What holidays are celebrated in the United States?			
	PO 6. Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).	I				
	PO 7. Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.	I				

TOPIC:
Government/Citizenship

Key Concepts:

Recognize national and Arizonan symbols that represent democracy.

Practice examples of democracy in action.

Explain the significance of national holidays.

Rights and responsibilities of citizenship

Key Vocabulary:

Democracy

Citizenship

Symbol

Responsibility

Voting

Rights

President

Governor

Community

State

City

Freedom

Enduring Understanding:

Democracy is our form of government which allows people to vote.

Essential Question(s):

What symbols represent American democracy and what do they mean to Americans?

What is American democracy?

What holidays are celebrated in the United States?

Why is it important to be a good citizen?

Examples:

Create a class quilt of American and Arizonan symbols to display in class

Do Kids Voting

Implement a class system to vote on certain things for class procedures.

Student skits on democracy vs. tyranny

Deer Valley Social Studies Quarterly Scope

Grade: 1st

TOPIC: Geography					
Enduring Understanding: Geography is the world at large. It is the study of human and physical systems on the Earth's surface.					
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson
Strand 4 Concept 1: The World in Spatial Terms	PO 1. Recognize different types of maps serve various purposes (e.g., political, physical).	E	Why do we use maps? What physical and human factors help people to live in different parts of the world?		
	PO 2. Identify characteristics of maps and globes (i.e., compass rose, symbols, map key/legend).	E			
	PO 3. Construct maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend.	E			
	PO 4. Recognize characteristics of human and physical features: a. physical (i.e., continent, ocean, river, lake, mountains, islands) b. human (i.e., equator, North and South poles)	E			
	PO 5. Locate physical and human features using maps, illustrations, images or	E			
	PO 6. Locate Arizona on a map.	I			
Strand 4 Concept 2: Places and Regions	PO 1. Discuss human features in the world (e.g., cities, parks, railroad tracks, hospital, shops, schools).	E	How does the world change over time?		
	PO 2. Discuss physical features in the world (e.g., mountains, rivers, deserts).	E			
	PO 3. Recognize through images of content studied that places have distinct characteristics. (e.g., Egypt, Arizona, local community).	I			
Strand 4 Concept 3: Physical Systems	Science strands reinforced in Social Studies class but assessed in science Science Strand 4 Concept 3 Science Strand 6 Concept 1 Science Strand 6 Concept 2	E I I			

Key Concepts:

Identify physical features on a map.

Differentiate between physical and human features on a map/globe.

Interpret various human interaction in the community and global environment.

Discuss how physical things change with time.

**TOPIC:
Geography**

Key Vocabulary:

Compass rose

Symbols

Map key/legend

Physical features

Human features

Geography

Habitat

Equator

Culture

Community

Enduring Understanding:

Geography is the world at large. It is the study of human and physical systems on the Earth's surface.

Essential Question(s):

Why do we use maps?

What physical and human factors help people to live in different parts of the world?

How does the world change over time?

How can people earn a living?

How do people adapt to their environment?

Examples:

Construct maps of familiar places.

Identify types of clothing and housing based on location and cultures of the people.

Discuss things that are made vs. those that are naturally occurring in nature. Locate these on a map.

Construct models of the equator, an imaginary line that divides the earth. Use pictures, globes, maps.

Deer Valley Social Studies Quarterly Scope

Grade: 1st

TOPIC: Economics						Quarter this will be taught:
Enduring Understanding: There are differences between needs and wants						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 5 Concept 1: Foundations of Economics	PO 1. Recognize the difference between basic needs and wants.	E	What is the difference between a need and a want?			
	PO 2. Recognize that people need to make choices because of limited resources.	E				
	PO 3. Recognize that some items are made locally and some are made elsewhere.	N				
	PO 4. Recognize that people are buyers and sellers of goods and services.	I	Which is more important, a need or a want? Why?			
	PO 5. Recognize various forms of U.S. currency.	E				
	Connect with: Math Strand 1 Concept1 PO 6.					
Strand 5 Concept 5: Personal Finance	PO 6. Recognize that people save money for future goods and services.	I	What are the different types of currency?			
	PO 1. Discuss reasons for personal savings.	I	What is the purpose of saving money? How are behaviors affected by needs and/or wants?			

Key Concepts:

Recognize the need to make a choice between need/want because of limited resources

Recognize forms of U.S. currency

Discuss reasons for saving money

TOPIC:
Economics

Enduring Understanding:

There are difference between needs and wants.

Essential Question(s):

What is the difference between a need and a want?

What are the forms of U.S. currency?

What are ways to earn money?

What are ways to save money?

How are behaviors affected by needs and/or wants?

Examples:

Demonstrate the differences between want/need through role playing.

Run a school store or reward system with play U.S. currency.

Use U.S. currency (penny, nickel, dime, quarter and dollar) to make purchases or do math problems.

Survivor: If you were on an island and you chose 5 things to have. What would you choose (needs or wants)? If you were going to the moon, what would you take?

Vocabulary:

Need

Want

Currency

Money

Savings

Job

Career

Bills/Payments