# First Grade Social Studies Curriculum

## 1.1 (1st 9 Weeks)

<table>
<thead>
<tr>
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<th>Hobbs Social Studies Standards First Grade</th>
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<tbody>
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<td>Students will be able to:</td>
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<td>Basic Texts: Scott Foresman Social Studies and Pearson History and Geography</td>
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### A  Develop knowledge of the community

1. Understand the purpose of rules and identify examples of rules and the consequences of breaking them
   - Learn about school safety rules
   - Learn about bus safety rules
   - Develop appropriate manners and character behavior for the school setting
2. Describe different groups and rules that apply to them (e.g., families, classrooms, communities)
3. Explain and apply “good citizenship” traits within the school and community using the elements of fair play, good sportsmanship, the idea of treating others the way you want to be treated, and being trustworthy

### B  Become familiar with the basic purposes of government

1. Describe different ways to determine a decision (e.g., majority rule, consensus, authoritarian [parent, teacher, principal])
2. Identify current New Mexico Governor
3. Describe how local, state, and tribal leaders exemplify the ideals of the communities they represent

### C  *Become familiar with map skills

1. Understand maps and globes as representations of places and events
2. Identify and use the four cardinal directions to locate places in community, state, and tribal districts
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<tr>
<th></th>
<th>3. Create, use, and describe simple maps to identify locations within familiar places (e.g., classroom, school, community, state)</th>
<th>II-A3; CK</th>
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</table>
| D | *Identify the significance of United States historical events and symbols*  
1. Discuss and celebrate Columbus Day  
2. Chart Columbus’ journey on a class timeline | I-B1; CK  
I-D1 | Core Knowledge binder; Pearson Learning: *Early Explorers and Settlers* |
| E | **Become familiar with America’s early exploration**  
1. Become familiar with the Lost Colony: Sir Walter Raleigh, Virginia Dare  
2. Become familiar with the role of the English Settlers and the places they lived  
   a. Virginia: Jamestown, Captain John Smith, Pocahontas, Powhatan  
   b. Slavery, plantations in Southern colonies  
3. Chart these events on a class timeline | CK  
I-D1 | What Every First Grader Needs to Know by E.D. Hirsch; Core Knowledge binder; Pearson Learning: *Early Explorers and Settlers* |

#### 1.2 (2<sup>nd</sup> 9 Weeks)

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| A    | *Identify the significance of United States historical events and symbols*  
1. Discuss Thanksgiving: Pilgrims, Mayflower, Massachusetts, and Native Americans  
2. Chart the first Thanksgiving on the class timeline  
3. Discuss Veterans Day | I-B1; CK  
I-D1 | What Every First Grader Needs to Know by E.D. Hirsch; Core Knowledge binder; Pearson Learning: *Early Explorers and Settlers*; *If You Sailed on the Mayflower in 1620* |
### First Grade Social Studies Curriculum

#### B *Become familiar with map skills*

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1. Distinguish between a map and globe
2. Locate North America and its bordering countries (Mexico and Canada) on a map
3. Locate some of North America’s landmarks; distinguish between natural and human characteristics of landmarks (e.g., Carlsbad Caverns—natural, National Park Entrance—human addition)
4. Identify four major oceans
5. Name and locate the seven continents
6. Identify peninsula, harbor, bay, and island
7. Locate the Equator, Northern Hemisphere, Southern Hemisphere,
8. Locate North and South Poles
9. Describe the Earth-Sun relationship and how it affects living conditions on Earth (e.g., day/night)

#### C Be familiar with aspects of man-made and natural environments in order to recognize their impact on the past and present

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1. Identify examples of natural resources in our community, state, and nation
2. Describe the role of resources in daily life
3. Describe ways that humans depend upon, adapt to, and affect the physical environment
4. Describe the human characteristics of places such as housing types and professions

*What Every First Grader Needs to Know* by E.D. Hirsch; Core Knowledge binder; Classroom maps and globes

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*on-going throughout the school year*
### 1.3 (3rd 9 Weeks)

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**A** *Identify the significance of United States historical events and symbols*

1. American Revolution
   - a. Boston Tea Party
   - b. Paul Revere, Minute Men and Redcoats
   - d. Thomas Jefferson
   - e. Benjamin Franklin
   - f. General George Washington
   - g. Liberty Bell
   - h. Legend of the Flag; Betsy Ross

2. Chart this event on the class timeline

**B** *Identify and recognize major political and social figures in the United States*

1. Discuss Martin Luther King, Jr. and the day set aside to honor him

**C** *Develop a sense of American Patriotism*

1. Recognize the significance of Presidents’ Day
2. Identify the United States flag and Bald Eagle as symbols of our Country
3. Identify the current President and the White House
4. Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits in American heroes
5. Chart American heroes on class timeline

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#### D  Develop an understanding of basic symbols and attributes of New Mexico

1. Become aware of state symbols
   a. Flag - Zia symbol
   b. Bird - Roadrunner
   c. Animal - Black bear
   d. Tree – Pinon
2. Identify common attributes of people living in New Mexico
3. Create, use, and describe simple maps to identify locations within familiar places (e.g., community, state)
   a. Locate the state of New Mexico on the United States map
   b. Locate Hobbs, Santa Fe and the Rio Grande River on the New Mexico map
4. Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, human origins and relationships.

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<td>Core Knowledge Binder; Classroom Maps and Globes</td>
<td>Anansi, Why the Owl Has Big Eyes, Medio Pollito, Stories by Joe Hayes</td>
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#### E  Discuss the exploration of the Early American West

1. Discuss Daniel Boone and the Wilderness Road
2. Discuss the Louisiana Purchase
   a. Lewis and Clark explorations
   b. Sacagawea
3. Chart this event on the class timeline
4. Locate the Rocky Mountains, the Appalachian Mountains and the Mississippi River

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<tr>
<td>What Every First Grader Needs to Know by E.D. Hirsch; Core Knowledge Binder; CK Books: Daniel Boone and the Wilderness Road; Lewis and Clark, Explorers of the American West; Pearson Learning: From Colonies to Independence</td>
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#### F  Become familiar with economic concepts

1. Define and differentiate between needs and wants
2. Discuss the concepts of goods and services
3. Understand the condition of not being able to have all the goods and services one wants
4. Understand how resources are limited and varied in meeting human needs
5. Understand the value of work
6. Define the simplest form of exchange: the barter system being the direct trading of goods and services between people

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<tr>
<th>IV-A2</th>
<th>IV-B1</th>
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<td><strong>A</strong> Develop a basic knowledge of two early world civilizations</td>
<td><strong>CK</strong></td>
<td><strong>What Every First Grader Should Know</strong> by E.D. Hirsch; Core Knowledge Binder; Pearson Learning – Mesopotamia; Photo Fun Ancient Civilizations; (CK cards)</td>
</tr>
<tr>
<td></td>
<td>1. Become aware of and be able to locate Mesopotamia as the earliest known civilized area</td>
<td><strong>I-D1</strong></td>
<td>Pearson Learning: Ancient Egypt</td>
</tr>
<tr>
<td></td>
<td>2. Chart this event on class timeline</td>
<td><strong>II-E1</strong></td>
<td>Ancient Egypt – Make it Work; Ancient Egypt – Come and Discover My World ;(CK book)</td>
</tr>
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<td>3. Develop a basic knowledge of the location and culture of Ancient Egypt</td>
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<td>Bill and Pete Go Down the Nile (CK book)</td>
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<td>4. *Identify characteristics of culture (e.g., language, customs, religion, shelter)</td>
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<td>1. Become familiar with the role of the Nomads and Hunters</td>
<td><strong>I-D1</strong></td>
<td>Mexico: Countries and Cultures for Young Explorers; (CK book)</td>
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<td>2. Become familiar with the Mayan, Incan, and Aztec civilizations and their locations</td>
<td><strong>II-E1; CK</strong></td>
<td>Inca, Aztecs and Mayan Activity Book;(CK book)</td>
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<td>3. Chart these civilizations on the class timeline</td>
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<td>Pearson Learning – Mexico Today</td>
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<td>4. Become aware of the role of the conquistadors in the Americas</td>
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<td>Medio Pollito (CK book)</td>
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<td>5. Become familiar with the location and the characteristics of culture in modern Mexico</td>
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<td><strong>C</strong> Identify and describe similar historical characteristics of the United States and its neighboring countries</td>
<td><strong>I-C1</strong></td>
<td>Pearson Learning – Mexico Today Pearson Learning—Canada Today (3rd Grade)</td>
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<td>1. Compare celebrations and events from the United States, Mexico, and Canada</td>
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<td>2. Discuss September 16th and Cinco de Mayo</td>
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