

1st Grade Social Studies Scope and Sequence

IW	Unit	Suggested Number of Days	Pacing Guidance	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards	DC Content Supporting Standards
1 st Instructional Window 8/25-10/9 (33 days total)	SS Unit 1 Geography	28 days 8/25-10/2	Teach this unit at the beginning of the 1 st Instructional Window, to build knowledge of geography.	Students use maps and globes to interpret and demonstrate information about places and the environment. Students demonstrate their understanding of geography by labeling maps, planning routes, and locating places (such as Washington, D.C.) on maps. Students apply cardinal directions to maps and globes.	1.1.1: Locate cardinal directions 1.1.4: Label physical features on map	D1.3: Identify facts D4.2: Construct explanations	R1.1.1: Ask and answer questions R1.1.2: Identify main topic R1.1.4: Determine meaning of words or phrases R1.1.5: Use text features R1.1.7: Use illustrations R1.1.10: Complex texts W.1.1: Opinion W.1.2: Informative W.1.5: Details	1.1, 1.1.2, 1.1.3
	Science Unit 1 Survive!	24 days 10/3-11/6	Teach science during the week of the 1 st Instructional Window.	Students learn the structure and function of organisms, and how different animals use their body parts in different ways to see, hear, move, find food, etc. They learn the different parts of plants that help plants survive and grow. In addition, students discuss the growth and development of organisms, and the behaviors that animals use to help their offspring survive.	See 1st Grade Science SAS			
2 nd Instructional Window 10/14-12/12 (38.5 days total)	Science Unit 2 Like Father, Like Son	26 days 11/7-12/12	Teach science during the 2 nd Instructional Window to align to the ELA unit "The Amazing Animal World."	Students learn that young animals are very similar to their parents, and that plants exhibit this same similarity. They understand that individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways.				

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3 rd Instructional Window 12/15-2/12 (32.5 days total)	SS Unit 2 Mayans, Incas, Aztecs	27 days 12/15-2/3	Teach this unit during the first six weeks of the 3 rd Instructional Window.	Students evaluate early people and civilizations of the Americas, such as the Mayans, Incas and Aztecs, comparing and contrasting their daily lives. Students describe the various locations, class structures, religions, and traditions of these civilizations. Students demonstrate the advances in science, math, and writing that were developed by these societies.	1.4.2: Religion and social structure, daily lives of Aztec, Maya, Inca 1.4.5: Compare Aztec, Maya, Inca to others	D1.2: Compelling Questions D1.5: Determining Sources D4.2/4.5: Construct/Critique explanation	R1.1.1: Ask and answer questions R1.1.2: Identify main topic R1.1.4: Determine meaning of words or phrases R1.1.10: Complex texts W.1.3: Narratives W.1.5: Detail	1.4, 1.4.1, 1.4.3, 1.4.4
	Science Unit 3 Look Up! Is it a Bird? Is it a Plane?	9 days 2/4-3/18	Teach science during the last two weeks of the 3 rd Instructional Window.	Students learn about patterns of motion of the sun, moon, and stars, and how these patterns can be predicted. They discuss the seasonable patterns of sunrise and sunset.	See 1st Grade Science SAS			
4 th Instructional Window 2/17-4/10 (36.5 days total)	Science Unit 4 See No Evil, Hear No Evil	42.5 days 3/18-5/8	Teach science during the 4 th Instructional Window to align to the ELA unit "Taking Flight."	Students learn about properties of sound waves and vibrating matter. They learn that objects can only be seen when light illuminates them, and how different objects respond to different types of light. Students are introduced to information technologies, and the various devices that people use to communicate over long distances.				
5 th Instructional Window 4/20 -6/17 (40.5 days total)	SS Unit 3 Home of the Free and the Brave	26 days 5/11-6/17	Teach this unit during the 5 th Instructional Window, to align to the ELA unit "American Contributions and Symbols."	Students demonstrate understanding of symbols, icons, songs, and traditions of the United States. Students interpret the importance and history of national holidays, and interpret the ideas found in the Pledge of Allegiance and national songs. Students recognize the current president of the United States, and examine his or her role as our nation's leader. Students distinguish between the different roles of the president, and examine how the system of voting allows the American people to elect their president. Students identify how the president works for the citizens and the impact his decisions have on the country.	1.2: Symbols and traditions of the U.S. 1.2.4: Civic values 1.3: Role and election of president	D1.5: Kinds of sources D4.1: Construct arguments	R1.1.1: Ask and answer questions R1.1.2: Identify main topic R1.1.4: Determine meaning of words or phrases R1.1.6: Distinguish between information R1.1.8: Author's reasons R1.1.10: Complex texts W.1.1: Opinion W.1.5: Details	1.2.1-1.2.3, 1.2.5

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<p><u>SS Unit 1 Geography</u></p> <p>28 days 8/25 – 10/2</p> <p>Students use maps and globes to interpret and demonstrate information about places and the environment. Students demonstrate their understanding of geography by labeling maps, planning routes, and locating places (such as Washington, D.C.) on maps. Students apply cardinal directions to maps and globes.</p> <p>1st IW 8/25 – 10/9 (33 days total)</p> <p>Teach this unit at the beginning of the 1st Instructional Window, to build knowledge of geography.</p>	<p>1.1.1: Locate cardinal directions (e.g., north, east, south, and west) and apply them to maps and globes.</p> <p>1.1.4: Label the continents, oceans, and major mountain ranges on a map.</p>	<p>D1.3: Identify facts and concepts associated with a supporting question.</p> <p>D4.2: Construct explanations using correct sequence and relevant information.</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>1.1: Students interpret maps, including the use of map elements to organize information about places and environment.</p> <p>1.1.2: Plan a safe walking route from home to school.</p> <p>1.1.3: Locate Washington D.C., on a map.</p>

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<p><u>SS Unit 2</u> <u>Mayans, Incas, Aztecs</u></p> <p>25 days 12/15-2/3</p> <p>Students evaluate early people and civilizations of the Americas, such as the Mayans, Incas and Aztecs, comparing and contrasting their daily lives. Students describe the various locations, class structures, religions, and traditions of these civilizations. Students demonstrate the advances in science, math, and writing that were developed by these societies.</p> <p>3rd IW 12/15 – 2/12 (32.5 days total)</p> <p>Teach this unit during the first six weeks of the 3rd Instructional Window.</p>	<p>1.4.2: Compare the roles of people in each society, including their class structures and religious traditions.</p> <p>1.4.5: Compare the daily lives of common people in these societies to those of people in other places (e.g., the indigenous peoples of North America and the Caribbean, or other native groups in Mesoamerica itself), with a special emphasis on each group’s manipulation of the natural environment.</p>	<p>D1.2 Identify disciplinary ideas associated with a compelling question.</p> <p>D1.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>1.4: Students describe the characteristics of the Maya, Inca, and Aztec civilizations.</p> <p>1.4.1: Identify how their locations and climate affected their economies and trade systems.</p> <p>1.4.3: Explain their artistic and oral traditions, and their development of writing systems and calendars.</p> <p>1.4.4: Describe the inventions and advances in astronomy, mathematics, and architecture.</p>

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<p><u>SS Unit 3</u> <u>Home of the Free and the Brave</u></p> <p>26 days 5/11 – 6/17</p> <p>Students demonstrate understanding of symbols, icons, songs, and traditions of the United States. Students interpret the importance and history of national holidays, and interpret the ideas found in the Pledge of Allegiance and national songs. Students recognize the current president of the United States, and examine his or her role as our nation’s leader. Students distinguish between the different roles of the president, and examine how the system of voting allows the American people to elect their president. Students identify how the president works for the citizens and the impact his decisions have on the country.</p> <p>5th IW 4/20 – 6/17 (40.5 days total)</p> <p>Teach this unit during the 5th Instructional Window, to align to the ELA unit “American Contributions and Symbols.”</p>	<p>1.2: Students identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and a sense of community across time.</p> <p>1.2.4: Describe the meaning of words associated with civic values, such as fairness, responsibility, and rules.</p> <p>1.3: Students identify the current president of the United States, describe what presidents do, and explain that they are elected by the people.</p>	<p>D1.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</p> <p>D4.1 Construct an argument with reasons.</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.8: Identify the reasons an author gives to support points in a text.</p> <p>RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>1.2.1: Understand when and why we celebrate Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King Jr. Day, Presidents’ Day, D.C. Emancipation Day, Memorial Day, Flag Day, and Independence Day.</p> <p>1.2.2: State the meaning of U.S. national symbols, such as the American flag, bald eagle, White House, and Statue of Liberty.</p> <p>1.2.3: Recite the Pledge of Allegiance and national songs (e.g., “America the Beautiful,” “My Country, ‘tis of Thee,” “God Bless America,” “Lift Every Voice and Sing,” and “The Star-Spangled Banner”) and explain the general ideas expressed in the lyrics.</p>