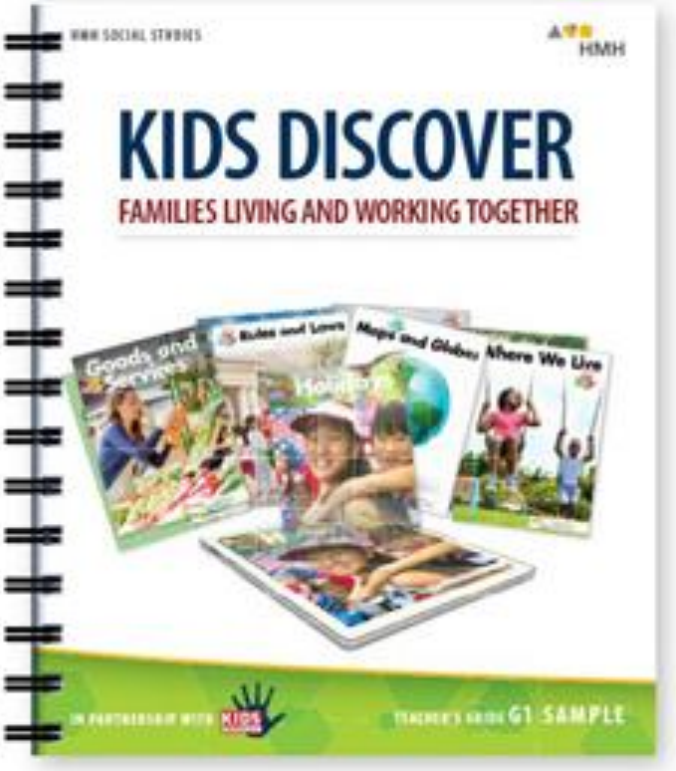
1st Grade Social Studies Pasco Curricular Guide
Pasco School District
Created: June 2018

Instructional Resources:
Kids Discover – Families Living and Working Together by HMH and
Since Time Immemorial available from OSPI



Terms and Definitions

Since Time Immemorial (STI) – OSPI Web-based Washington State Tribal Sovereignty Curriculum.
Overview: http://www.k12.wa.us/IndianEd/TribalSovereignty/Training/STICurrOverview.pdf
Elementary Website Link: http://www.k12.wa.us/IndianEd/TribalSovereignty/Elementary.aspx
This curriculum is state mandated. K-1st Grades share 4 lessons "Stories and Histories of Our Place". The social studies committee has placed the responsibility of teaching these 4 lessons in the 1st grade. Please link to the site for the actual lessons, and additional resources.

HMH Social Studies – Kids Discover the United States: 2018-2019 Social Studies Curriculum includes web-based content and features, consumable magazines, and teacher manuals. Additional resources are available, please contact louise.matlasz@hmhco.com for questions.

Suggested Unit Outlines for Social Studies Grade Level Expectations (GLEs):
This document contains the required social studies standards for 1st grade, http://www.k12.wa.us/SocialStudies/Outlines/UnitOutlinesFirstGrade.pdf.
Outline was derived from the Washington State K-12 Social Studies document; http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf. *The GLE codes (Example: GLE 4.1.1) found within this document do NOT represent grade level indicators consistent with CCSS, please review page 13 for GLE code breakdown.*

Journey's Correlation to KD GR. 1- This document is located at https://padlet.com/hmhco/kd and provides direct correlations between Journeys Units and HMH Kids Discover Social Studies.

For additional HMH documents relevant to Social Studies PCG work, see https://padlet.com/hmhco/kd.

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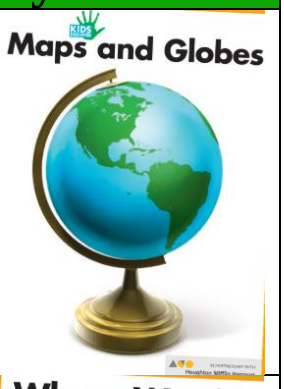
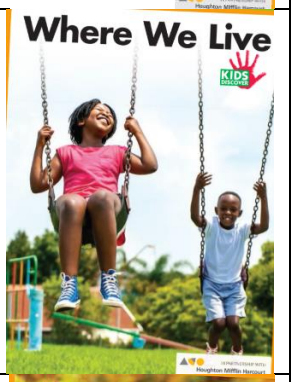
***Magazines not accounted for in the unit outlines for 1st Grade (because they do not directly correlate to the Social Studies Standards):**

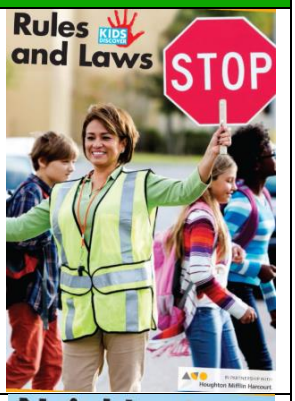
- **Magazine 1: "Rules and Laws"**
- **Magazine 2: "Neighborhood Helpers"**
- **Magazine 6: "US Symbols"**
    - *Can be addressed used/taught around national holidays, etc.*

*These 3 magazines can be integrated into an ELA block, used with high-cap students for additional reading/independent work, social studies enrichment or addition, or in other ways at teachers' discretion.
*They do provide conceptual learning for civics social studies strands (and the other magazine topics), but the civics strand is not a standard that is addressed in the 1st grade, and that is why they are not directly addressed.

Unit 1- Families Within My Community			
Magazine 3	Maps and Globes		
Magazine 4	Where We Live		
Magazine 5	Weather		
Magazine 10	Goods and Services		

Unit 2 - Families Throughout History

Magazine 8	Yesterday and Today	
Online	Since Time Immemorial	**PRIMARY ELEMENTARY – PATHWAY 1** **Grades K-1 Lesson: Stories and Histories of our Place** **Instructional Support Materials** Sample KWL Chart (What I KNOW, What I WONDER, What I LEARNED) Map of Washington State Tribes (GOIA Map) Roger Fernandes Storytelling Project Roger Fernandes Stories with support materials and curriculum connections (link to FOSS Science Kit Connections *Long Before We Were Born*, Chapter 7 (@ 28.26 minutes to 33.46 minutes on time bar) Next Generation Science Standards *Tops and Bottoms**, Janet Stevens, Harcourt Brace, 1995 (ISBN 978-0-15-292851-3) *This resource, used in the final lesson, is not included on the STI site but can be found in school and/or local libraries. **Time:** Approximately 3-4 days **Teacher Preparation:** • Create KWL chart in poster form. What do we know about storytelling? What do we want to learn? What have we learned? • Preview video of Roger Fernandes introduction on oral storytelling and select excerpt for sharing with students. https://www.wastatelaser.org/environmental-sustainability-enhanced-lessons/
Magazine 9	The American People	
Magazine 7	Holidays	

Magazines Not Included in the Units			
Magazine 1	Rules and Laws		
Magazine 2	Neighborhood Helpers		
Magazine 6	US Symbols		

What am I looking at?

The unit outlines provide a quick snapshot of information pulled directly from OSPI's adopted social studies curriculum. Essential components of a unit are listed in a table format for convenience and contain page numbers, suggested assessments, vocabulary information, performance task suggestions, underlying skills, and other connected documents or resources. This is not a stand-alone document; teacher discretion is advised.

Grade Level Indicators are in the headers. (Ex. G5 Kids Discover the United States)

Title of the Unit

Student magazines are in a suggested order of instruction.

Skills practiced in the lesson are described here.

Questions taken directly from the curriculum.

Vocabulary quantity, words, correlation to GLES and location

TGVI = Teacher's Guide Volume 1

Language Objectives targeted in Performance Tasks

Required GLEs
These codes (Ex. 4.2.1) are ***NOT*** *grade level indicators; See pg. 1*

Additional notes, comments, resources, or standards connections may be listed here.

Date Created: 06.25.18		**Unit Overview – Setting in Time and Place**	
Magazine #		**Titles of Magazine(s):**	
1		Regions of North America	
Skills Overview:			
Magazine 1		Map and Globe Skills – Reading a Map / Use Latitude and Longitude	
		Reading Social Studies – Main Idea and Details (Informational)	
Compelling Question(s):			
TMVI	p. 1	Magazine 1	"How did the variety of landforms, climates, and vegetation regions make North America so attractive to immigrants with different goals."
Vocabulary:			
TMVI	p. 6	12 vocabulary words	
Suggested Assessment(s):			
TMVI	p. 8	Get Set to Read Activity (Print/Digital)	
Source	**Page #**	**Language Objectives Connected to Assessments (Performance Task Based)**	
TMVI	26	Read Aloud geographic names using correct pronunciation.	
Required GLEs		**Description:**	
4.2.1		Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: • Development of indigenous societies in North America (time immemorial to 1791). • Encounter, colonization, and devastation (1492 – 1763) • Revolution and the Constitution (1763 – 1791)	
eacher Notes			
he **Since Time Immemorial (STI)** curriculum and the HMH **Maga America** magazine present different viewpoints and theories as to the pres the United States. STI discusses that Native Americans have always bee HMH discusses how scientists believe Native Americans crossed a land bri			

Date Created: *06.25.18*	**Unit 1- Families Within My Community**	
Magazine #	**Titles of Magazine(s):**	
3	Maps and Globes	
4	Where We Live	
5	Weather	
10	Goods and Services	
Skills Overview:		
Magazine #3 TG, V1- p.65	Reading Social Studies- *Compare and Contrast*	
	Map and Globe Skills- *Find Directions on a Map*	
	Map and Globe Skills- *Use a Globe*	
Magazine #4 TG, V1- p.93	Reading Social Studies- *Categorize and Classify*	
	Map and Globe Skills- *Read a Map*	
Magazine #5 TG, V1- p.121	Reading Social Studies- *Categorize and Classify*	
	Critical Thinking Skills- *Pose a Question*	
Magazine #10 TG, V2- p.261	Reading Social Studies- *Recall and Retell*	
	Critical Thinking Skills- *Make a Choice When Buying*	
	Chart and Graph Skills- *Read a Picture Graph*	
Compelling Question(s):		
TG V1 pg. 57	Magazine #3	*"How can we use maps and globes?"*
TG V1 pg. 85	Magazine #4	*"How does our location affect the way we live?"*
TG V1 pg. 113	Magazine #5	*"How does weather affect our daily activities?"*
TG V2 pg. 253	Magazine #10	*"How do we make choices about what to do with our money?"*
STI	N/A	N/A
Vocabulary:		
TG, V1 pg. 62 MAPS AND GLOBES	Magazine #3 Page 62	12 vocabulary words addressed in magazine: • address, **map**, location, country, border, map legend, symbol, directions, cardinal directions, Earth, **continent**, **globe** • 1st Gr GLE 3.1.1 SS standard addresses the following vocab terms: ○ **maps, globes, continental landmasses**
TG, V1 pg. 90 WHERE WE LIVE	Magazine #4 Page 90	12 vocabulary words addressed in magazine: • neighborhood, mountain, valley, plain, lake, river, **ocean**, **resource**, conservation, recycle, **shelter**, transportation • 1st Gr GLE 3.1.1 SS standard addresses the following vocab terms: ○ **major bodies of water (labelled "ocean" in the curriculum)** • 1st Gr GLE 3.2.1 SS standard addresses the following terms: ○ **resource**

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TG, V1 pg. 118 WEATHER	Magazine #5 Page 118	11 vocabulary words addressed in magazine: • **weather**, recreation, evaporate, **season**, transportation, shelter, igloo, desert, tornado, hurricane, thunderstorm • Cross-Curricular Connection- NGSS 1-ESS1-2 standards address: ○ **(daylight in winter vs. summer**= seasons, weather**)**
TG, V1 pg. 258 GOODS AND SERVICES	Magazine #10 Page 258	12 vocabulary words addressed in magazine: • money, trade, goods, services, market, **wants**, budget, save, scarce, business, job, factory • 1st Gr GLE 2.1.1 SS standard addresses the following vocab terms: • **wants**

Assessment(s): (All assessments are suggestions. Assessments can be printed from the website: www.hmhco.com/one. Then go to the Resources box and click on Assessments (for summative/performance tasks, including rubrics and instructional pages for performance tasks) or Reading Support Materials (for pre-assessment).	
Pre-Assessment (formative)	Suggested: Get Set to Read Activity for each magazine
Assessment	Suggested: Magazine Assessment (printed or online) for each magazine
Performance Tasks (Activities)	Suggested for Magazine 3: Your Community (page 82 for teachers/18 for students) Suggested for Magazine 4: Make a Book (page 110 for teachers/18 for students) Suggested for Magazine 5: Compare Weather and Make Season Posters (page 138 for teachers/18 for students) Suggested for Magazine 10: Make a Market (page 278 for teachers/18 for students)
Language Objectives Connected to Assessments	
Magazine 3 TG, V1 page 82	Use academic vocabulary to discuss maps and models.
Magazine 4 TG, V1 page 110	Share information about how a community's location affects the way people live.
Magazine 5 TG, V1 page 138	Compare weather and seasons in writing and discussions.
Magazine 10 TG, V2 page 278	Use economic terms to engage in role play and collaborative discussion.
Required GLEs	**Description**
3.2.3	Understands why families make decisions to move.
3.1.1	Understands and uses maps and globes to identify major bodies of water and continental land masses.
3.2.1	Understands that the way families live is shaped by the environment.
5.2.1	Understands how questions are used to find out information.
5.3.1	Engages in discussions to learn about how families live around the world.
5.2.2	Uses texts and visuals to identify the main ideas or key details to study family life.
5.4.1	Describes how different people live using a graphic organizer.

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GEOGRAPHY	3.2.3	**Understands why families make decisions to move.**	• Explains that families may move to a smaller or bigger home when family size decreases or increases. • Explains that families may move when job opportunities become available.

		Required GLE	Suggested Examples
GEOGRAPHY	3.1.1	**Understands and uses maps and globes to identify major bodies of water and continental land masses.**	• Uses a map or globe to identify the location of the continents and major bodies of water. • Explains how maps and globes can be used to locate the continents where families live.
GEOGRAPHY	3.2.1	**Understands that the way families live is shaped by the environment.**	• Explains how the climate and physical features of an area determine the types of home in which people live. • Explains how the food families eat is affected by the natural resources that are available in their regions.
SOCIAL STUDIES SKILLS	5.2.1	**Understands how questions are used to find out information.**	• Explains how questions can be used to find out how families celebrate holidays. • Explains how questions can be used to find out how families live in different countries.
SOCIAL STUDIES SKILLS	5.3.1	**Engages in discussions to learn about how families live around the world.**	• Engages in discussions to learn how families from around the world celebrate birthdays. • Engages in discussions to learn about the clothing worn by families from around the world.
SOCIAL STUDIES SKILLS	5.2.2	**Uses texts and visuals to identify the main ideas or key details to study family life.**	• Uses photos to describe how different families live.
SOCIAL STUDIES SKILLS	5.4.1	**Describes how different people live using a graphic organizer.**	• Describes similarities and differences in the ways families celebrate holidays using a T-chart. • Describes similarities and differences in the ways in which families live using a table.

Standards Connections (Cross-Curricular – possible to come in the future)

Date Created: 06.25.18	**Unit 2- Families Throughout History**	
Magazine #	**Titles of Magazine(s):**	
8	Yesterday and Today *STI lessons can be introduced/connected to the end of this unit (oral history/story telling), and taught prior to beginning Magazine 9	
9	Since Time Immemorial (STI) K-1 Lessons The American People	
7	Holidays	
Skills Overview:		
Magazine #8 TG, V2- p.205	Reading Social Studies- Sequence	
	Chart and Graph Skills- Use a Timeline	
	Critical Thinking Skills- Analyze Primary Sources	
	Critical Thinking Skills- Tell Fact from Fiction	
Magazine #9 TG, V2- p.233	Reading Social Studies- Compare and Contrast	
	Chart and Graph Skills- Follow a Flow Chart	
	Map and Globe Skills- Follow a Route	
Magazine #7 TG, V2- p.177	Reading Social Studies- Recall and Retell	
	Chart and Graph Skills- Read a Calendar	
Compelling Question(s):		
TG V2 pg. 197	Magazine #8	*"How is our life different from the past, and how is it the same?"*
STI	Online Resource	*"How did indigenous people communicate?"*
TG V2 pg. 225	Magazine #9	*"How do so many different people make one nation?"*
TG V2 pg. 169	Magazine #7	*"Why do people celebrate national holidays?"*
Vocabulary:		

TG, V2 pg. 202
 	
YESTERDAY AND TODAY
	Magazine #8
	Page 202
		11 vocabulary words addressed in magazine:
		• **past, present, change**, tool, transportation, communication, technology, festival, biography, **oral history, folklore**
		• Since Time Immemorial (STI) K-1 Lessons address:
		  ○ **oral history/oral traditions**
		• 1st Gr GLE 4.4.1 SS standard addresses the following vocab terms:
		  ○ **current choices made by "past" and "present"**
		• 1st Gr GLE 3.2.3 SS standard addresses the following vocab terms:
		  ○ **families making decisions to move= "change"**

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TG, V2 pg.230
 	
SINCE TIME IMMEMORIAL (STI)
 	
THE AMERICAN PEOPLE
	Magazine #9
	Page 230
		STI (Since Time Immemorial) addresses the following vocabulary:
		• **oral traditions, storytelling, oral/verbal, communication, native people, first people, indigenous people, tribe, ancestor, descendant, trickster**
		
		12 vocabulary words addressed in magazine:
		• **culture, language, history, immigrant, religion, world, custom, tradition, folktale, celebration, diverse,** role
		• 1st Gr GLE 4.4.1 SS standard addresses the following vocab terms:
		  ○ **history**
		• 1st Gr GLE 5.3.1 SS standard addresses the following vocab terms:
		  ○ **how families live around the world= culture, language, religion, custom, tradition, folktale, celebration, diverse**
		• 1st Gr GLE 3.2.3 SS standard addresses the following terms:
		  ○ **understand why families make decisions to move "immigration"/ "immigrant"**

TG, V2 pg. 174 HOLIDAYS	Magazine #7 Page 174	8 vocabulary words addressed in magazine: • **celebrate,** national holiday, hero, president, service work, veteran, calendar, **tradition** • 1st Gr GLE 5.3.1 SS standard addresses the following vocab terms: ○ **how families live around the world= celebrate, tradition**

Assessment(s): (All assessments are suggestions. Assessments can be printed from the website: www.hmhco.com/one. Then go to the Resources box and click on Assessments (for summative/performance tasks, including rubrics and instructional pages for performance tasks) or Reading Support Materials (for pre-assessment).	
Pre-Assessment (formative)	Suggested: Get Set to Read Activity for each magazine
Assessment	Suggested: Magazine Assessment (printed or online) for each magazine
Performance Tasks (Activities)	Suggested for Magazine 8: An Oral History and Your Own Time Lime (page 222 for teachers/18 for students) Suggested for Magazine 9: Culture Collage (page 250 for teachers/18 for students) Suggested for Magazine 7: Holiday Chart (page 194 for teachers/18 for students)
STI	The STI lessons have formative assessments built into the lessons (including a KWL chart, discussion, and drawing about a story).
Language Objectives Connected to Assessments	
Magazine 8 TG, V2 page 222	Research and present an oral history.
Magazine 9 TG, V2 page 250	Plan and deliver oral presentations.
Magazine 7	Collaborate with peers to learn information about holidays.

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TG, V2 page 194	
Required GLEs	**Description:**
4.1.1	Understands and creates family times lines to show events in a sequential manner.
4.4.1	Understands how knowledge of family history can be used to make current choices.
2.1.1	Understands that when individuals and families make choices about meeting their needs and wants, something is gained and something is given up.
3.2.3	Understands why families make decisions to move.
5.3.1	Engages in discussion to learn about how families live around the world.
5.2.2	Uses texts and visuals to identify the main idea or key details to study family life.
5.4.1	Describes how different people live using a graphic organizer.

		Required GLE	Suggested Examples
HISTORY	4.1.1	**Understands and creates family timelines to show events in a sequential manner.**	• Creates and explains a timeline that describes family events over time. • Creates and explains a family timeline that describes changes to the family.
	4.4.1	**Understands how knowledge of family history can be used to make current choices.**	• Explains how a family marks celebrations using traditions and customs from the past.
ECONOMICS	2.1.1	**Understands that when individuals and families make choices about meeting their needs and wants, something is gained and something is given up.**	• Explains that families make choices about the need for buying groceries based on cost, availability, family or cultural customs, and personal taste. • Explains that when families make choices about moving, a new home is gained and an old neighborhood is given up.
GEOGRAPHY	3.2.3	**Understands why families make decisions to move.**	• Explains that families may move to a smaller or bigger home when family size decreases or increases. • Explains that families may move when job opportunities become available.
SOCIAL STUDIES SKILLS	5.3.1	**Engages in discussions to learn about how families live around the world.**	• Engages in discussions to learn how families from around the world celebrate birthdays. • Engages in discussions to learn about the clothing worn by families from around the world.
	5.2.2	**Uses texts and visuals to identify the main ideas or key details to study family life.**	• Uses photos to describe how different families live.
	5.4.1	**Describes how different people live using a graphic organizer.**	• Describes similarities and differences in the ways families celebrate holidays using a T-chart. • Describes similarities and differences in the ways in which families live using a table.

Standards Connections (Cross-Curricular – possible to come in the future)	