

# Elementary Social Studies Scope and Sequence: Grade 1

## Unit 1: Civics

**Students will be able to explain the importance of community by:**

- identifying communities that are unique and common to students.
- assessing the benefits of being a part of a community.
- explaining how both leaders and members create and uphold rules to promote a fair and safe community.
- analyzing celebrations that are shared by members of a school community.

**Students will be able to explain the importance of leaders by:**

- describing the characteristics of a good leader.
- identifying leaders in the literature, history, the classroom, school, home, community, and beyond.
- recognizing the impact and contributions of leaders in the classroom, school, home, community, and beyond.
- explaining the purpose and responsibilities of a leader to promote the common good.

**Students will be able to describe the importance of cooperation in community problem solving by:**

- analyzing examples of how cooperation helps accomplish tasks at home, school, the community and beyond.
- identifying how students can be civically engaged in the classroom, home, school, and community.
- describing how people impact their community by being civically engaged.

## Unit 2: Geography

**Students will be able to explain how location makes their community unique by:**

- constructing a mental map of the school or community identifying human and physical features
- applying cardinal directions (north, south, east, and west) on maps, globes, GPS, and Google Earth.
- describing the relative location of Maryland by identifying the equator and north and south poles.
- identifying continents and oceans near and far from Maryland on maps
- locating key physical and human-made features in their school community using maps and other geographic tools.
- describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west).
- analyzing the school's community using bird's eye view that includes important landmarks in a school or community.

**Students will analyze the human and environmental interactions in their school community by:**

- contrasting how regions across Maryland modify and protect their environment to meet changing needs for shelter.
- explaining how people adapt to changes in the environment

### **Unit 3: Economics**

**Students will analyze the role of scarcity and economic decision making in their life by:**

- distinguishing between wants and needs
- identifying natural and human resources.
- explaining why natural and human resources are limited.
- explaining why limited resources create scarcity.
- determining that people make choices because of limited resources.
- identifying that incentives influence the choices we make.
- explaining that the consequences of choices lie in the future.
- identifying trade-offs as the options that people give up when they make a choice.

**Students will analyze the exchange of goods and services by:**

- identifying goods and services that are provided in Carroll County.
- identifying barter as a form of trade.
- explaining the benefits of trade

### **Unit 4: History**

**Students will analyze change and continuity between the past and the present by:**

- determining how we organize time and represent it on a timeline.
- analyzing photographs, images, and text descriptions about transportation and communication technology in the past and present.
- comparing photographs, images, and text descriptions of transportation and communications technology from the past with today.
- explaining how transportation and communications technology has made life today is similar and different than in the past using evidence from a variety of sources.
- explaining how transportation and communication links goods and people both near and far.
- identifying goods and ideas in their community that come from both near and far