OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. This template is intended to help develop a S&S for one class/instructional level.

Grade Level(s): 1
Content Area and/or Course Title: Social Studies

Yearly Outcome		
In grade 1, students will learn how they are connected to the world around them and develop a deeper understanding of how diverse cultures, values, and beliefs help to shape the world in which we live. Students will further develop a sense of purpose and empathy regarding their role and the role of other citizens within the community and world. As a global citizen, it is developmentally appropriate for students to identify similarities and differences from others (cultural, likes and dislikes, gender, skin color, hair, and eye color). Best practice is having materials and visuals that are representative of people, cultures, and the community in which they live. They will have the opportunity to look for ways that they can be civic-minded and make change happen within their own classroom, school, and community. Students will develop an understanding of how basic economic concepts influence people, places, and the environment. They will learn that people not only use the environment to meet their needs and wants but also that the environment often dictates where and how people choose to live. Students will continue building group skills, including roles, rules, voicing an opinion, and conflict resolution skills with adult support. They will enhance their knowledge of spatial awareness of their surroundings by furthering the use of geographic representations, tools, and terminology to process information about the world around them. Students will continue to compare life in the past to life today as they study the contributions of historical figures and how those figures have helped shape and change various communities and environments across the globe.		
Unit Title	**Unit Item**	**Focus Standards**
Leadership, Cooperation, Unity, and Diversity	**Unit 1**	***Inquiry Process:*** Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions. *1. Constructing Compelling and Supporting Questions* *2. Gathering and Evaluating Sources* *3. Communicating and Critiquing Solutions* ***Civics*** **D.2.CIV.1.K-2** Describe roles and responsibilities of people in authority. **D.2.CIV.3.K-2** Explain the need for and purposes of rules in various
Vermont, New England, America	**Unit 2**	

Economic Decision Making	**Unit 3**	settings inside and outside of school. **D.2.CIC.5.K-2** Explain what governments are and some of their functions. **D.2.CIV.6.K-2** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of Authority. **D.2.CIV.7.K-2** Apply civic virtues when participating in school settings. **D.2.CIV.8.K-2** Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. **D.2.CIV.11.K-2** Explain how people can work together to make decisions in the classroom. **D.2.CIV.12.K-2** Identify and explain how rules function in public (classroom and school) settings. ***Economics*** **D2.ECO.1.K-2.** Explain how scarcity necessitates decision making. **D2.ECO.2.K-2.** Identify the benefits and costs of making various personal decisions. **D2.ECO.3.K-2** Describe the skills and knowledge required to produce certain goods and services. **D2.ECO.4.K-2** Describe the goods and services that people in the local community produce and those that are produced in other communities. **D2.ECO.6.K-2** Explain how people earn income. **D2.Eco.14.K-2.** Describe why people in one country trade goods and services with people in other countries. **D2.Eco.15.K-2.** Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. ***Geography*** **D.2.GEO.1.K-2** Construct maps, graphs, and other representations of familiar places. **D.2.GEO.2.K-2** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. **D.2.GEO.4.K-2** Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. **D.2.GEO.5.K-2** Describe how human activities affect the cultural and environmental characteristics of places or regions. **D2.Geo.7.K-2.** Explain why and how people, goods, and ideas move from place to place. **D2.Geo.8.K-2.** Compare how people in different types of communities use local and distant environments to meet their daily needs. **D2.Geo.9.K-2.** Describe the connections between the physical environment of a place and the economic activities found there.

		D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions. ***History*** **D2.His.1.K-2**. Create a chronological sequence of multiple events. **D2.His.2.K-2** Compare life in the past to life today. **D2.His.3.K-2.** Generate questions about individuals and groups who have shaped a significant historical change. **D2.His.4.K-2.** Compare perspectives of people in the past to those of people in the present. **D2.His.6.K-2.** Compare different accounts of the same historical event. **D.2.HIS.16.K-2** Select which reasons might be more likely than others to explain a historical event or development.