

## Social Studies Grade 1 - Respecting the World Around You

### Description

The first grade curriculum expands the scope of the Kindergarten curriculum by asking students to view the world beyond their immediate surroundings. Students study elements of their neighborhoods, the people who live in their neighborhoods, and the natural environment around them. The overall theme of the first grade curriculum is the fostering of respect for the people and environment the students will encounter every day.

### Course Overview

#### Course Goals

Students will:

- identify different aspects of their neighborhood.
- understand the difference between a “need” and a “want.”
- recognize similarities and differences between the cultural elements of their neighbors and of their own families.
- develop important social skills aimed at being helpful and resolving conflict.
- learn strategies to promote a healthy environment.
- use basic map skills.

#### Essential Questions

- How can you show respect for your neighborhood?
- How can you show respect for the people in your neighborhood?
- How can you show respect for the environment?

#### Assessments

*Common Assessments*

*Skill Assessments*

#### Content Outline

- I. [Unit 1 - Your Neighborhood](#)
- II. [Unit 2 - The People of Your Neighborhood](#)
- III. [Unit 3 - The Environment](#)

#### Standards

[Link to Standards \(CTSDE?\)](#)

Connecticut State Standards are met in the following areas:

#### Grade Level Skills

Students will:

- Skills Matrix

**Pacing Guide**

Pacing Guide										
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June	
Unit 1			Unit 2			Unit 3				
<b>Your Neighborhood</b>			<b>The People of Your Neighborhood</b>			<b>The Environment</b>				
13 weeks			13 weeks			13 weeks				

**Unit 1 – Respecting the World Around You: Your Neighborhood, 13 weeks [top](#)**

**Standards**

**Unit Objectives**

- Students will be able to:
- identify different aspects of their neighborhood.
  - understand the difference between a “need” and a “want.”

**Essential Question**

- How can you show respect for your neighborhood?

**Focus Questions**

- In what ways are shelters in your neighborhood the same and different?
- What is a shelter?
- What different kinds of shelter can you find in your neighborhood?
- How do the people who work in your neighborhood help take care of your needs and wants?
- What is a need vs. a want?
- Who works in your neighborhood?
  - (Educators, sanitation workers, postal workers, librarian, police, fire fighters, bus driver, crossing guard, shop keeper, banker, dentist, doctor, construction worker, lawyer, etc.)
- Does everyone in your neighborhood have everything they need and want?
- How can you help to take care of your needs and the needs of others in your neighborhood?
- What happens to those who don’t have everything they need?
- What can neighbors do to help fill those needs?

**Assessments**

- Complete a Venn diagram indicating wants and needs and their intersection. Discuss how one person’s needs and wants may be different from another’s needs and wants.
- Create a collage of different types of shelter and discuss how the differences might affect people.
- Dress-up like your favorite neighborhood worker and be able to explain that person’s role in your neighborhood
- Write questions that can be used in an interview about wants and needs

**Skill Objectives**

**Unit 2 – Respecting the World Around You: The People of Your Neighborhood, 13 weeks [top](#)**

**Standards**

**Unit Objectives**

Students will be able to:

- recognize similarities and differences between the cultural elements of their neighbors and of their own families.
- develop important social skills aimed at being helpful and resolving conflict.

**Essential Question**

- How can you show respect for people in your neighborhood?

**Focus Questions**

- In what ways are the people in your neighborhood like you? (and different from you?)
  - Customs, traditions, physical appearance, hobbies/leisure activities, food, clothing, shelter, family make-up
- How can you be a good neighbor?
- If someone is not being a good neighbor, how can you help?
  - conflict/resolution, social skills

**Assessments**

- Complete a project that shows how your family’s traditions are different from others in your neighborhood
- Begin your own family album and explain why you chose the items you did
- Very Important Person writing prompts
- Complete a “Me” box that will be shared with classmates who can guess the creator of the box
- Compose a story of two people who had an argument and explain how they were able to resolve their conflict.
- Practice conflict resolution techniques from made-up situations
- List all the ways you can be a good neighbor

**Unit 3 - Respecting the World Around You: The Environment, 13 weeks [top](#)**

**Standards**

**Unit Objectives**

- Students will be able to:
- learn strategies to promote a healthy environment.
  - use basic map skills.

**Essential Question**

- How can you show respect for the Environment?

**Focus Questions**

- What can you do to help protect your neighborhood environment?
  - Recycling, reducing consumption, re-using, beautification
- If people do not respect their neighborhood environment, what could happen?
  - pollution (air, water, land, noise)
- How would disrespecting your environment affect your needs and wants?
- How do maps and globes help us better understand the world around us?
- What is a map vs. a globe?
- How is the earth divided?
  - (Land vs. water)
- What is a continent?
  - (Names of seven continents)
- On which continent do you live?
  - (North America)
- What is a hemisphere?
  - (Northern vs. Southern/equator)
- What is a compass rose?
  - (North, South, East, West, Northeast, Southeast, Southwest, Northwest)
- What is a map key?
  - (Basic symbols)

**Assessments**

- Brainstorm ways you can recycle and choose projects for you and your classmates to complete that helps conserve energy
- Participate in a service-project that helps beautify a part of your school
- Practice recycling methods in the classroom
- Write about how why the Earth needs to be cared for by humans
- Make a map of your house, school, or neighborhood – complete with compass and symbol key
- Identify the continents when you look at a globe or map
- Successfully use computer software that creates maps