

## First Grade Social Studies

<u>Civics</u>		
Standard	Description	Pearson Correlation
<b>SS.1.C.1</b>	model patriotism, cooperation, tolerance and respect for others within school and community.	I Am a Good Citizen, 14; Citizens at School, 15; Citizens in the Community, 16; Got It?, 17; My Rights, 19; Cooperate, 21; Collaboration and Creativity: Conflict and Cooperation, 22–23; Rules at Home and School, 25; myStory Book: How people best cooperate?, 45
<b>SS.1.C.2</b>	create scenarios and role play reflecting the use of rules and laws, their consequences and their value within school and community.	My Responsibilities, 20–21; I Follow Rules, 24–27 <b>Suggested texts: “Rules and Laws” by Anne-Marie Kishel, “We The Kids” by David Catrow,</b>
<b>SS.1.C.3</b>	investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrates community traditions, etc.).	You’re a Grand Old Flag, 11; Capitol Building, 34; White House, 36; Symbols of My Country, 38–41; Review and Assessment, 44; Statue of Liberty, 138, 151; Coins, 174; What Are Our Celebrations? 130–133; We Celebrate Our Nation, 136–139; Review and Assessment, 151 TG: A <b>Labor Day Unit. Suggested non-fiction texts: “U.S. Symbols” by BMI Education, “A is for America: An American Alphabet” by Devin Scillian.</b>
<b>SS.1.C.4</b>	apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.	Vote, 25; My Leaders, 28–31, My Government, 32–35 <b>Election Day Unit. Hold a mock classroom election. Suggested texts: “Duck for President” by Doreen Cronin, “My Teacher for President” by Kay Winters &amp; Denise Brunkus, “Vote!” by Eileen Christelow</b>
<b>SS.1.C.5</b>	collaborate to identify a community need, propose a variety of solutions and investigate how individuals could participate to solve the problem.	I Am a Good Citizen, 14; Citizens at School, 15; Citizens in the Community, 16; Collaboration and Creativity: Conflict and Cooperation, 22–23 <b>Suggested texts: “Being a Good Citizen” by Adrian Vigliano</b>

<b><u>Economics</u></b>		
Standard	Description	Pearson Correlation
<b>SS.1.E.1</b>	compare and contrast occupations within the community.	Jobs People Do, 74–77; Review and Assessment, 79, 80; myStory Book, 81 <b>Community Helpers/Labor Day Unit</b> <b>Suggested non-fiction text: “Who’s Tools Are These?” by Sharon Katz Cooper</b>
<b>SS.1.E.2</b>	distinguish between personal needs and wants and the consequences of personal choices.	What We Need, What We Want, 50–53; Why We Make Choices, 54–57 <b>Suggested text: “Lily Learns About Wants and Needs” by Lisa Bullard</b>
<b>SS.1.E.3</b>	demonstrate the exchange of goods and services.	Goods and Services, 58–61; Buying and Selling, 64–67 <b>Suggested non-fiction text: “Goods and Services” by Janeen R. Adil</b>
<b>SS.1.E.4</b>	explain how individuals and families earn, spend and save money	Spending and Saving, 68–71 <b>Create a classroom economy for students to save for a reward or special treat.</b> <b>Suggested text: “Alexander Who Used to Be Rich Last Sunday” by Judith Viorst</b>
<b><u>Geography</u></b>		
Standard	Description	Pearson Correlation
<b>SS.1.G.1</b>	SS.1.G.1 reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps.	Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171 <b>Suggested fiction text: “Pirates Don’t Change Diapers”</b> <b>Map Skills Unit</b>
<b>SS.1.G.2</b>	describe how climate and location affect the way people live, work and play.	For related material see: Where Things Are Located, 86–89; Land and Water, 96–99; Our Environment, 104–107 <b>Eskimos (Winter/Arctic Unit)</b> <b>Native Americans (Thanksgiving)</b> <b>Suggested text: “The Little Eskimo” by Davide Cali</b>
<b>SS.1.G.3</b>	give examples of natural resources and their uses.	Natural Resources, 104; Caring for Earth, 106; Got it? 107

<b>SS.1.G.3</b> <i>continued</i>		<b>Combine with WV History (ex.coal).</b> <b>Suggested non-fiction text: “Earth’s Resources (Investigate!)” by Sue Barraclough</b>
<b>SS.1.G.4</b>	sequence the seasons of the year, months and days of the week.	Measuring Time, 158–161; Sequence, 162–163 <b>Calendar routine, Seasons/Weather Unit.</b> <b>Suggested non-fiction texts: “The Seasons of Arnold’s Apple Tree” by Gail Gibbons, “Tree for All Seasons” by Robin Bernard</b>
<b>SS.1.G.5</b>	utilize appropriate global information systems including maps, globes and geographic technology.	Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Review and Assessment, 114; Maps, 171 <b>Use Google Maps.</b> <b>Suggested Text: “Maps and Globes” by Jack Knowlton</b>
<b>SS.1.G.6</b>	SS.1.G.6 locate and identify the following using a globe and world map: <input type="checkbox"/> West Virginia <input type="checkbox"/> United States <input type="checkbox"/> geographic features (e.g., mountains, bodies of water, etc.)	Directions on a Map, 88; Maps and Globes, 90–93; Parts of a Map, 94–95; Land and Water, 96–99; Review and Assessment, 114; Maps, 171 <b>WV History Unit</b> <b>Suggested text: “Me on the Map” by Joan Sweeney</b>
<b><u>History</u></b>		
Standard	Description	Pearson Correlation
<b>SS.1.H.CL1.1</b>	utilizing primary source documents and oral accounts investigate ways communities change throughout history.	Primary Sources, 171; Using Sources, 172; Compare and Contrast, 173; Review and Assessment, 187-188; also see: Media and Technology: Using Graphic Sources, 148-149 <b>Suggested teacher resource book: “Exploring Our World: Neighborhoods and Communities” by Kathleen &amp; Karen Hollenbeck</b>

<b>SS.1.H.CL1.2</b>	examine cultural contributions of families through the use of literature, primary source documents and oral accounts.	Traditions We Share, 118; What Is Culture? 122–125; Families Are Alike and Different, 126–129; What Are Our Celebrations? 130–133; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared?, 153 <b>Compare and contrast families using a graphic organizer.</b> <b>Suggested text: “All Families are Special” by Norma Simon</b>
<b>SS.1.H.CL1.3</b>	explore the history of the community and give examples of locally significant sites and people.	Schools Then and Now, 165; Communities Then and Now, 166; Life Then and Now, 178–181; Technology Then and Now, 182–185; Review and Assessment, 188; My Story Book, 189 <b>Some examples may include:</b> <ul style="list-style-type: none"> <li>• <b>Belle Boyd</b></li> <li>• <b>Civil War</b></li> <li>• <b>Antietam</b></li> </ul>
<b>SS.1.H.CL1.4</b>	illustrate personal history by creating a timeline.	Graph Skills: Timelines, 168–169; also see: Measuring Time, 158–161; Sequence, 162–163; Talking About Time, 164–167 <b>Suggested introductory non-fiction text: “Timelines, Timelines, Timelines! (Displaying Information)” by Kelly Boswell</b>

**West Virginia History**

Standard	Description	Pearson Correlation
<b>SS.1.WV.1</b>	recognize and recite the state motto and sing the state song.	Opportunities to address this objective may be found with the following: Symbols of My Country, 38–41 <b>Suggested Text &amp; CD combo “John Denver’s Take Me Home, Country Roads” by John Denver</b>
<b>SS.1.WV.2</b>	investigate the common occupations of people in West Virginia.	For related material see: Jobs People Do, 74–77 <b>Suggested non-fiction text: “America At Work : Mining” by Ann Love &amp; Jane Drake</b>
<b>SS.1.WV.3</b>	locate West Virginia on a United States map.	Map: The United States of America, 92 <b>WV Unit</b>

<p><b>SS.1.WV.4</b></p>	<p>locate student’s hometown and county on a West Virginia map.</p>	<p>Opportunities to address this objective may be found with the following: Finding Places on a Map, 92–93  <b>WV Unit</b>  <b>Use Google Maps to incorporate technology.</b></p>
<p><b>SS.1.WV.5</b></p>	<p>describe the cultural life of West Virginia as reflected in games, toys and various art forms.</p>	<p>Opportunities to address this objective may be found with the following: What Is Culture? 122–125; What Are Our Celebrations? 130–133; Sharing Our Cultures, 144–147; myStory Book: How is Culture Shared?, 153  <b>WV Unit</b>  <b>Suggested text: “When I was Young in the Mountains” by Cynthia Rylant</b></p>