

Scope and Sequence 1st Grade

- **August:** As you begin the school year you will teach rules and procedures. You will tie in several social studies concepts based on the standards.
 - **1.3.1:** Compare how classroom rules are similar to laws in the community.
 - Classroom Rules Similar to Laws in the community
 - **1.3.5:** Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds).
 - Civil Dialogue - Characteristics of a First Grader & Talking in Groups
 - **1.1.1:** Explain why people may see historical events from different points of view.
 - Historical Event From different Points of View
- **September:** State code indicates that all students should learn about and celebrate Constitution Day on September 17. September is also Founder's Month in Utah and a time for schools to teach about the Founding Fathers and Founding Documents. September is also the anniversary of when Francis Scott Key wrote the Star Spangled Banner. It is a good time to start teaching the social studies standards tied to the flag and the Constitution. Students will also begin to learn about primary sources.
 - **1.3.2:** Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.
 - What are Goals
 - Goals and setting them for the class community for the month
 - Reviewing Citizenship

- **1.3.4** (Sep 14 anniversary of Star Spangled Banner): Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.
 - [Respect and care for flag](#)
 - [Star Spangled Banner](#)
 - [Flag Day](#)
- **1.3.4** (Sep 17 Constitution Day): Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.
 - [Constitution Day Lesson Combined with How Groups Work Together](#)
 - [Independence Hall \(Landmark\)](#)
- **1.1.2:** Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
 - [Benjamin Franklin \(Motivated to Improve himself and country\)](#)
 - [Alexander Hamilton](#)
 - [George Mason](#)
 - [Betsy Ross Fact vs Legend \(Patriotic, resourceful\)](#)
 - [Mary Pickersgill \(Patriotism\)](#)
- **1.3.3:** Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities.
 - [How groups work together. Tie to the Constitution](#)
- **1.1.3:** Use primary sources (for example, artifacts and documents such as photographs, newspapers, speakers, stories, songs) to make inferences about why certain events in history are remembered.
 - [What is a primary source](#)

- Make inferences from different primary sources (multiple lessons)
 - [Items from home](#)
 - [Primary sources](#)
- Lesson on students bringing in artifacts about themselves for classmates to make inferences on
- **October:** This month is Hispanic Heritage month. It offers the opportunity to teach your students about some of the influential Hispanic Americans. We will also begin teaching about geography skills.
 - **1.1.1:** Explain why people may see historical events from different points of view.
 - [Columbus Day/Indigenous People Day](#)
 - **Strand 2:** Students will use geographic tools and map skills to explore the ways geography, climate, and natural resources affect the way people live and work.
 - [Explorers](#)
 - [Introduction to Maps](#)
 - [Globes](#)
 - **1.1.2:** Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
 - [Hispanic Heritage Month](#)
 - [Cesar Chavez](#)
 - [Phillip Vera Cruz](#)
 - [Lewis and Clark \(Courage\)](#)
 - **1.2.1:** Construct a simple map of a neighborhood, classroom, school, or the setting of a story.
 - [Create a map of School](#)
 - [Create a map of a setting of a story](#)
 - [Where am I on the map?](#)

- What is a State?
- **1.3.4:** Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.
 - Landmarks of Utah
 - Hispanic Names of Places in Utah
- **1.2.2:** Differentiate between natural and engineered geographical features in an area (for example, engineered geographic features include highways, bridges, airports, railroads, buildings, dams, reservoirs).
 - Natural vs Man Made features
- **1.2.3:** Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans (that is, Africa, Antarctica, Asia, Australia, Europe, North America, South America; Antarctic [Southern] Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean).
 - Continents
 - Oceans
 - Where do I live in Utah?
 - What is an Island?
- **1.1.1:** Explain why people may see historical events from different points of view.
 - Day of the Dead
- **November: This month is Native American Heritage Month in addition to Thanksgiving. It gives us the opportunity to teach students about the influence that Native Americans have had and continue to have on the United States. Veteran's Day is also this month giving us the opportunity to teach our students about these important community helpers.**
 - **1.3.5:** Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find

solutions to conflicts, take responsibility for one's actions, take care of school grounds).

- Veteran's Day

- **1.1.2:** Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- Dwight Eisenhower (Honesty and Duty) Tie to Veteran's Day

- **1.3.4:** Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- Tomb of the Unknown Soldier

- **1.1.1:** Explain why people may see historical events from different points of view.

- Thanksgiving

- **1.3.4:** Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- Mayflower

- Plymouth Rock

- **1.1.2:** Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- Massasoit (Helpful, Peaceful)

- William Bradford (Honesty and Courage)

- **1.3.3:** Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities.

- Native Americans helping Pilgrims

- **1.2.3:** Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans (that is, Africa, Antarctica, Asia, Australia, Europe, North America, South America; Antarctic [Southern] Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean).
 - Map lesson of Pilgrims coming to America
- **1.2.4:** Explain the reasons that people, animals, and goods move.
 - Why did the Pilgrims come to America
- **1.1.2** (Native American Heritage Month): Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
 - Pocohontas

● **December: Because so many holidays around the world take place around this time, it is a good opportunity to teach students about needs and wants and spending and saving money. The holiday that they celebrate could be the reason to talk about saving and spending money.**

- **1.3.2:** Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.
 - Traditions of local communities in December
 - Traditions of school
- **1.4.1:** Explain the costs and benefits of spending and saving in order to meet needs and wants.
 - Saving Money, Needs vs Wants, Spending money vs saving money
- **1.3.4:** Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.

- School Symbol
- **1.2.4:** Explain the reasons that people, animals, and goods move.
 - Goods moving....tie to Christmas
 - Animals moving...tie to seasons
 - How Different countries get Books to Kids
- **1.2.2:** Differentiate between natural and engineered geographical features in an area (for example, engineered geographic features include highways, bridges, airports, railroads, buildings, dams, reservoirs).
 - Construct a map of a setting of a story Frosty the Snowman
- **January: This month students will learn about important people in history like Martin Luther King, Jr. January is also a great time to teach about goal settings. We will begin teaching about jobs in the community.**
 - **1.3.2:** Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.
 - New Year's Resolutions
 - **1.4.2:** Identify ways people make a living in the community.
 - Several Lessons on different jobs in the community
 - **1.1.2:** Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
 - Martin Luther King, Jr.
- **February: This month is Black History Month and gives us an opportunity to teach students about the important contributions of a variety of African Americans. We also honor and celebrate Presidents' Day. We will continue learning about jobs in the community.**
 - **1.1.2 (Black History Month):** Summarize the contributions of a diverse range of historical figures and groups in their community, state, and

nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

- Harriet Tubman
- Ruby Bridges
- George Washington Carver
- Booker T. Washington

- **1.1.2** (Presidents Day): Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
 - George Washington
 - Abraham Lincoln
 - John Adams
- **1.3.4:** Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.
 - Mount Rushmore
 - Washington Monument
- **1.4.2:** Identify ways people make a living in the community.
 - Jobs we can have
- **March: This month is Women's History Month and gives us an opportunity to focus on the incredible impact that women have had on the United States. We will also learn about other community helpers. We will continue to learn about jobs in the community.**
 - **1.1.2** (Women's History Month): Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty,

integrity, morality, civility, duty, honor, service, respect, obedience to law).

- Ellen Ochoa
- Kamala Harris
- Amelia Earhart
- Sally Ride
- Nellie Bly
- Chipeta
- Kanab Town Council Jan 1912-Jan 1914
- Becky Lockhart
- Mae C. Jemison

- **1.4.2:** Identify ways people make a living in the community.
 - Migrant Workers
- **1.3.4 National Motto:** Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.
 - E Pluribus Unum (tie to money/math)
 - In God We Trust
- **April: This month we will learn more community jobs. April is also Earth Day which gives us the opportunity to add more geographical skills. Also we will review some of the important symbols.**
 - **1.3.4:** Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag.
 - Statue of Liberty
 - Bald Eagle
 - Utah State Emblem
 - Utah Landmarks
 - Golden Gate Bridge

- Utah's National Parks
- **1.3.2:** Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions.
 - Earth Day
- **May: After learning about the different types of jobs, students will learn the difference between producer and consumer. They will also get a chance to review the year by creating their own primary source.**
 - **1.1.4:** Create a primary source to show how their personal histories are shaped by family, school, and community (for example, timeline, interview, artifact collection, recipe book).
 - Create a personal history of their school year
 - **1.4.2:** Identify ways people make a living in the community.
 - More Jobs in the community
 - **1.4.3:** Create a primary source to show how their personal histories are shaped by family, school, and community (for example, timeline, interview, artifact collection, recipe book).
 - What is a consumer
 - What is a producer
 - What is a distributor
 - Sorting lesson of the jobs they learned about for consumer, producer, distributor
 - Review what citizenship is. What are you going to do to get ready for 2nd grade
 - What makes someone a good leader? How are you going to be a good leader in 2nd grade?

Possible Jobs to Teach about:

<p>Service-</p> <ul style="list-style-type: none"> • Hair Stylist • Mail Man • Store Clerk • Pilot • Small Business owner 	<p>School Jobs</p> <ul style="list-style-type: none"> • Secretary • Custodian • Lunch Worker • Teacher • Librarian • Fine Arts Teacher 	<p>Emergency</p> <ul style="list-style-type: none"> • Police • Firefighter • EMT <p>Food</p> <ul style="list-style-type: none"> • Chef • Waiter • Baker
	<p>Labor</p> <ul style="list-style-type: none"> • Construction • Miner • Oil worker • Mechanic • Plumber 	<p>Medical</p> <ul style="list-style-type: none"> • Veterinarian • Doctor • Nurse • Surgeon • Dentist
<p>Technology</p> <ul style="list-style-type: none"> • Scientist • Computer Engineer • Influencer <p>Entertainment</p> <ul style="list-style-type: none"> • Sports • esports • Actor • Dj 	<p>Government</p> <ul style="list-style-type: none"> • Mayor • Soldier • Judge • Lawyer 	<p>Agriculture/Wildlife</p> <ul style="list-style-type: none"> • Farmer • Rancher • Ranger • Zookeeper