

Connecting Themes/Enduring Understandings Used in 1st Grade

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society's economy culture, and development.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

1st Grade Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the First Grade Social Studies Course.

| Unit #/Title | Unit 1: Connecting Themes in First Grade Social Studies | Unit 2: Our National Heritage | Unit 3: A Changing Country |
|------------------------|--|--|---|
| GSE for Social Studies | NA | SS1CG2, SS1G2 | SS1H1, SS1G1a, SS1G1b, SS1G1d, SS1CG1 |
| Key Concepts | Culture Individuals, Groups, Institutions Location Scarcity Time, Change, Continuity | Patriotism through the words of <i>America (My Country 'Tis of Thee)</i> and <i>America the Beautiful</i> . For example: brotherhood, liberty, freedom, pride Identify city, county, state, nation, and continent | Contributions made by Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, and Ruby Bridges Similarities and differences in the lives of these historical figures every day to life in the present Influences of time and place on these historical figures Character traits of these historical figures |

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| Unit #/Title | Unit 4: Inventors in the United States | Unit 5: Community Helpers | Unit 6: We are Alike, We are Different |
|------------------------|--|--|---|
| GSE for Social Studies | SS1H1, SS1G1b, SS1G1d, SS1CG1, SS1E1, SS1E2, SS1E3, SS1E4 | SS1H1, SS1G1c, SS1CG1, SS1E1, SS1E2, SS1E3, SS1E4 | SS1CG1, SS1G2, SS1G3 |
| Key Concepts | <p>Contributions made by Benjamin Franklin and George Washington Carver</p> <p>Similarities and differences in the lives of these historical figures every day to life in the present</p> <p>Influences of time and place on these historical figures</p> <p>Character traits of these historical figures</p> <p>Goods that people make and services that people provide for each other</p> <p>Scarcity</p> <p>People are both producers and consumers</p> <p>Earning income by working and making spending and saving choices</p> | <p>Contributions made by Theodore Roosevelt</p> <p>Similarities and differences in the lives of Theodore Roosevelt every day to life in the present</p> <p>Influences of time and place on Theodore Roosevelt</p> <p>Character traits of Theodore Roosevelt</p> <p>Goods that people make and services that people provide for each other</p> <p>Scarcity</p> <p>People are both producers and consumers</p> <p>Earning income by working and making spending and saving choices</p> | <p>Positive character traits for historical figures</p> <p>Everyday life of historical figures to the present</p> <p>Identify city, county, state, nation, and continent</p> <p>Topographical features of the Earth</p> |