

## 1<sup>st</sup> Grade Tennessee's Place in America: Quarter 4 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Spend or Save?	Spend or Save?	Students will recognize the importance of saving money and will understand that an opportunity cost is giving up one thing for another.	1.8, 1.9, 1.10, 1.12, 1.14
Holidays	Holidays	Students will read about various holidays and explain how people celebrate different holidays around the world.	1.1, 1.39
Stories from Around the World	Stories from Around the World	Students will read various renditions of Cinderella. Students will compare and contrast the different versions of the tales.	1.3
Civics	Global Citizen	This first grade annotated inquiry highlights the idea that even primary-age children can begin thinking about their civic roles in their communities and beyond. Those roles can be made real and vital to young children by exploring the traits or characteristics that represent responsible citizenship. Those traits-respecting others, behaving honestly, helping others, making and obeying rules and laws, being informed, and sharing needed resources-will be familiar to students through their experiences in their home and school lives.	1.26, 1.28, 1.29
Economic Choices	Economic Choices	This first-grade inquiry features an investigation of economic decision making through the context of how families manage their money. In examining the costs and benefits associated with making decisions about spending and saving money, students should be able to develop an argument with evidence to answer the compelling question "What choices do we make with our money?"	1.8, 1.9, 1.10, 1.12, 1.14
Using Maps	Using Maps	In this instructional task, students develop and express claims through discussions and writing in which they explore and create maps using map keys, and map symbols. Students engage with the sources to build their map skills.	1.15, 1.16, 1.18, 1.20

## 1<sup>st</sup> Grade Tennessee's Place in America: Quarter 4 Curriculum Introduction

### What Will Kindergarten Students Learn This Year?

Kindergarten students will build upon experiences in their families, schools, and communities as an introduction to social studies. Students will explore different traditions, customs, and cultures within their families, schools, and communities. They will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities. Students will also demonstrate an understanding of the concept of location by using terms that communicate relative location. They will also be able to show where locations are on a globe. Students will describe events in the past and in the present and begin to recognize that things change over time. They will understand that history describes events and people of other times and places. Students will be able to identify important holidays, symbols, and individuals associated with Tennessee and the United States and why they are significant. The classroom will serve as a model of society where decisions are made with a sense of individual responsibility and respect for the rules by which they live. Students will build upon this understanding by reading stories that describe courage, respect, and responsible behavior.

### Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

### Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices.

### Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

### Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and login with username: **shelby\_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

### Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

<a href="#">Studies Weekly Resources (Found Under the General Resources Tab)</a>	<a href="#">Expeditionary Learning: Protocols and Resources</a>
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

Week 1: Spend or Save?				
<b>Essential Question(s)</b>	How can money be used?			
<b>Texts</b>	<b>Required Texts:</b> First Grade Studies Weekly: Our Place in America <b>Supplemental Texts:</b>			
<b>Vocabulary</b>	Service, goods, consumers, producers, save, donate, opportunity cost			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>Spend or Save</b></p> <ul style="list-style-type: none"> <li>• Why do people spend money?</li> <li>• What does a buyer do?</li> <li>• What does a seller do?</li> <li>• What does a producer do?</li> </ul> <p><b>Saving Money</b></p> <ul style="list-style-type: none"> <li>• What if a good or service costs more money than you have?</li> <li>• What are some ways people can save money?</li> </ul> <p><b>Choices with Money</b></p> <ul style="list-style-type: none"> <li>• What do people have to do to if they do not have enough money to buy everything they want and need?</li> <li>• What do most people spend money on?</li> </ul> <p><b>Saving Money</b></p> <ul style="list-style-type: none"> <li>• Why is saving money important?</li> <li>• Why do many families save money?</li> <li>• What do some families do to go on a vacation?</li> <li>• The more something costs, what do people have to do?</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Wants and Needs</b></p> <ul style="list-style-type: none"> <li>• How can a person be responsible with their money?</li> <li>• What should people ask themselves before spending money?</li> <li>• What should people not give up to get something they want?</li> </ul> <p><b>Cost</b></p> <ul style="list-style-type: none"> <li>• What do you need to know if you are saving to buy something?</li> </ul> <p><b>Opportunity Cost</b></p> <ul style="list-style-type: none"> <li>• What will a person probably have to do when they decide to start saving?</li> <li>• What do we call something we give up to get something else?</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Donating</b></p> <ul style="list-style-type: none"> <li>• What do many people do with their money?</li> <li>• What is donating?</li> <li>• What are some ways people donate money to others?</li> </ul> <p><b>Money Can Help</b></p> <ul style="list-style-type: none"> <li>• What can your money help do?</li> <li>• What are some other ways your money can help people, animals, and environments?</li> </ul> </td> </tr> </table>	<p><b>Spend or Save</b></p> <ul style="list-style-type: none"> <li>• Why do people spend money?</li> <li>• What does a buyer do?</li> <li>• What does a seller do?</li> <li>• What does a producer do?</li> </ul> <p><b>Saving Money</b></p> <ul style="list-style-type: none"> <li>• What if a good or service costs more money than you have?</li> <li>• What are some ways people can save money?</li> </ul> <p><b>Choices with Money</b></p> <ul style="list-style-type: none"> <li>• What do people have to do to if they do not have enough money to buy everything they want and need?</li> <li>• What do most people spend money on?</li> </ul> <p><b>Saving Money</b></p> <ul style="list-style-type: none"> <li>• Why is saving money important?</li> <li>• Why do many families save money?</li> <li>• What do some families do to go on a vacation?</li> <li>• The more something costs, what do people have to do?</li> </ul>	<p><b>Wants and Needs</b></p> <ul style="list-style-type: none"> <li>• How can a person be responsible with their money?</li> <li>• What should people ask themselves before spending money?</li> <li>• What should people not give up to get something they want?</li> </ul> <p><b>Cost</b></p> <ul style="list-style-type: none"> <li>• What do you need to know if you are saving to buy something?</li> </ul> <p><b>Opportunity Cost</b></p> <ul style="list-style-type: none"> <li>• What will a person probably have to do when they decide to start saving?</li> <li>• What do we call something we give up to get something else?</li> </ul>	<p><b>Donating</b></p> <ul style="list-style-type: none"> <li>• What do many people do with their money?</li> <li>• What is donating?</li> <li>• What are some ways people donate money to others?</li> </ul> <p><b>Money Can Help</b></p> <ul style="list-style-type: none"> <li>• What can your money help do?</li> <li>• What are some other ways your money can help people, animals, and environments?</li> </ul>
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<b>Suggested Activities</b>	<ol style="list-style-type: none"> <li>1) Students will work in groups to list ways money can be saved.</li> <li>2) The teacher and students will create a t-chart of saving and spending versus opportunity costs. For example, saving money for a new video game would have the opportunity cost of not buying ice cream on Fridays.</li> </ol>			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How can money be used?			
<b>Standards</b>	1.8, 1.9, 1.10, 1.12, 1.14			

Week 2: Holidays				
<b>Essential Question(s)</b>	How are holidays celebrated around the world?			
<b>Texts</b>	<b>Required Texts:</b> First Grade Studies Weekly: Our Place in America <b>Supplemental Texts:</b>			
<b>Vocabulary</b>	Celebrations,			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Chinese New Year</b></p> <ul style="list-style-type: none"> <li>• Where is China located?</li> <li>• How long does Chinese New Year last?</li> <li>• When does Chinese new Year happen?</li> <li>• What do families do during Chinese New Year?</li> <li>• What is considered good luck on New Year's Day in China?</li> <li>• What do families come together to do on New Year's Eve in China?</li> <li>• Why do some families set extra places at their dinner tables on New Year's Eve in China?</li> <li>• What do people do at midnight on New Year's eve in China?</li> <li>• What takes place on New Year's Day in China?</li> <li>• What do married women do during Chinese New Year?</li> <li>• How does Chinese New Year end?</li> </ul>	<p><b>Memorial Day</b></p> <ul style="list-style-type: none"> <li>• When do we celebrate Memorial Day?</li> <li>• Whom do we honor on Memorial Day?</li> <li>• When did Memorial Day start being celebrated?</li> <li>• What is the Tomb of the Unknowns?</li> <li>• What are some ways people celebrate Memorial Day?</li> <li>• Why is it important to celebrate Memorial Day?</li> </ul>	<p><b>Cinco de Mayo</b></p> <ul style="list-style-type: none"> <li>• What does Cinco de Mayo mean?</li> <li>• In 1861, who was Benito Juarez and what did he do to help the people of Mexico?</li> <li>• Why did a war start between Mexico and France in 1861?</li> <li>• On May 5, 1862, who won the war between Mexico and France? Why was it a surprise to some that Mexico won the war?</li> <li>• Why did President Benito Juarez make Cinco de Mayo a holiday?</li> <li>• Who celebrates Cinco de Mayo?</li> <li>• The book refers to Cinco de Mayo as a time to party. What are some activities people do to celebrate Cinco de Mayo?</li> </ul>	<p><b>Independence Day</b></p> <ul style="list-style-type: none"> <li>• How many colonies were first formed on the east coast?</li> <li>• Whose rules did the American colonists have to follow?</li> <li>• What made the colonists mad and what did they do?</li> <li>• The Declaration of Independence was accepted by vote on what date?</li> <li>• What are some ways people celebrate Independence Day?</li> <li>• Explain the similarities of the first American birthday celebration to how we celebrate Independence Day today.</li> </ul>
<b>Suggested Activities</b>	1) The teacher and students will complete a Venn diagram to compare and contrast two holidays. 2) Students will write a letter to a peer to explain their favorite holiday discussed this week.			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How are holidays celebrated around the world?			
<b>Standards</b>	1.1, 1.39			

Week 3: Stories from Around the World				
<b>Essential Question(s)</b>	How are stories from around the world similar? How are stories from around the world different?			
<b>Texts</b>	<b>Required Texts:</b> First Grade Studies Weekly: Our Place in America <b>Supplemental Texts/Resources:</b> <a href="#">Robin Hood Video</a> , <a href="#">Cinderella Video</a>			
<b>Vocabulary</b>	Royalty, invisible, gleefully, courtyard, bellow, trotted, patient, ragged, charred, journey, clever, tease, bountiful			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b><u>Mufaro's Beautiful Daughters (Africa)</u></b></p> <ul style="list-style-type: none"> <li>• What did some people say kept Nyasha's crops more bountiful than anyone else's?</li> <li>• Why was Mufaro going to send his daughters to the city?</li> <li>• How did Nyasha and Manyara treat the Old Woman on the path differently?</li> <li>• What are the different shapes that Nyoka the king took?</li> <li>• What lesson did Manyara learn?</li> <li>• How did the personalities of Nyasha and Manyara change throughout the story?</li> </ul>	<p><b><u>The Irish Cinderlad (Ireland)</u></b></p> <ul style="list-style-type: none"> <li>• What does the name "Becan" mean?</li> <li>• How does the Bull take care of Becan?</li> <li>• What did Becan take from the giant?</li> <li>• Why did Becan leave in a hurry after fighting the dragon? What did he leave behind?</li> </ul>	<p><b><u>The Runaway Wok (China)</u></b></p> <ul style="list-style-type: none"> <li>• What surprised Ming about the wok?</li> <li>• Where did the wok go after Mama Zhang washed and polished it?</li> <li>• The wok brought back surprises to Ming and his family. Where did the wok get the surprises and how?</li> <li>• What happened when the Li family tried to catch the wok?</li> <li>• The wok helped the poor by taking from the rich. Is this fair?</li> </ul>	<p><b><u>The Rough-Face Girl (Native American)</u></b></p> <ul style="list-style-type: none"> <li>• Using the picture, what is a wigwam? Who was in the wigwam?</li> <li>• Who could marry the invisible Being?</li> <li>• Why did the youngest sister get the name of the Rough-Face Girl?</li> <li>• How did the older sisters treat the youngest sister?</li> <li>• Why did all the people point and stare at the older sisters as they marched through the village?</li> <li>• The story says that the sisters walked haughtily through the village. What do you think the word haughtily means?</li> <li>• Why did the sisters go to the wigwam if the Invisible Being?</li> <li>• What did the sister have to do to convince the invisible Being's sister that they had seen the invisible Being?</li> <li>• What did the Rough-Face Girl want to do?</li> <li>• How did the Rough-Face Girl show courage while walking through the village?</li> </ul>

				<ul style="list-style-type: none"> <li>• What was the Invisible Being's bow made out of?</li> <li>• What was the runner of the Invisible Being's sled made of?</li> <li>• What happened to the Rough-Face Girl after she bathed in the lake?</li> </ul>
<b>Suggested Activities</b>	<ol style="list-style-type: none"> <li>1) The teacher and students will complete a Venn diagram to compare and contrast Mufaro's Beautiful Daughters and the Rough-Face Girl. Students will then write to a paragraph to explain the similarities of the stories.</li> <li>2) After reading the Runaway Wok and viewing the Robin Hood video, students will work in groups to list the ways the wok and Robin Hood were similar.</li> <li>3) After reading the Irish Cinderlad and viewing the Cinderella video, students will work in groups to compare and contrast the two stories. students will work in pairs to compare and contrast</li> </ol>			
<b>Assessment</b>	Students will use the week's texts to complete the prompt: How can stories from around the world be similar?			
<b>Standards</b>	1.3			

<b>Weeks 4-5: Global Citizen (C3 Inquiry Design Model)</b>	
<b>Essential Question(s)</b>	What does it mean to be a responsible citizen of my classroom? How can I be a responsible citizen of my community? How can I be a responsible citizen of the world?
<b>Unit Texts and Resources</b>	"We Are Good Citizens" Image bank: Responsible citizens in the classroom Image bank: Responsible citizens in the community "The Thanksgiving Pie Project" Image bank: Responsible citizens around the world Amanda Belzowski: 10-Yr-Old Lemonade Stand Titan for a Cause Dear to Her Heart
<b>Unit Overview</b>	This first grade annotated inquiry highlights the idea that even primary-age children can begin thinking about their civic roles in their communities and beyond. Those roles can be made real and vital to young children by exploring the traits or characteristics that represent responsible citizenship. Those traits-respecting others, behaving honestly, helping others, making and obeying rules and laws, being informed, and sharing needed resources-will be familiar to students through their experiences in their home and school lives. Online Access: <a href="#">Global Citizen</a>



<b>Weeks 6-7: Needs and Wants (C3 Inquiry Design Model)</b>	
<b>Essential Question(s)</b>	<p>What is the difference between a good and a service?</p> <p>How can people get goods and services?</p> <p>How can people save money?</p> <p>How do you know if something is a need or a want?</p>
<b>Unit Texts and Resources</b>	<p>Needs and Wants, Tiny Grads Academy</p> <p>Search and Spot, Brain Pop</p> <p>What Do We Buy? A Look at Goods and Services, Robin Nelson</p> <p>Delivering the Goods, Council for Economic Education</p> <p>A Chair for My Mother, Vera B. Williams</p>
<b>Unit Overview</b>	<p>This first-grade inquiry features an investigation of economic decision making through the context of how families manage their money. In examining the costs and benefits associated with making decisions about spending and saving money, students should be able to develop an argument with evidence to answer the compelling question “What choices do we make with our money?”</p> <p>Online Access: <a href="#">Economics Choices</a></p>

<b>Weeks 8-9: Using Maps (Louisiana Believes)</b>	
<b>Essential Question(s)</b>	How do you use the different parts of a map? How do you create a map of a place?
<b>Unit Texts and Resources</b>	Maps are Flat, Globes are Round, Meg Greve "Use Cardinal Directions," Pearson Keys and Symbols on Maps, Meg Greve "Adventure Island," National Geographic Me on the Map, Joan Sweeney
<b>Unit Overview</b>	In this instructional task, students develop and express claims through discussions and writing in which they explore and create maps using map keys, and map symbols. Students engage with the sources to build their map skills. Online Access: <a href="#">Using Maps</a>