

First Grade-Tennessee's Place in the United States: Quarter 4 Curriculum Map Scope and Sequence

Topic	Week and Weekly Text Title	Weekly Focus	Standards
History	Week 1: Studies Weekly Week 7	This week, students will arrange the events from a student's life in chronological order.	1.22
History	Week 2: Studies Weekly Week 8	Students will use correct words and phrases related to chronology and time, including: past, present, and future.	1.23
History	Week 3: Studies Weekly Week 9	This week students compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.	1.25
Culture	Week 4: Arica in April- Botswana	Students will learn about the people and culture of Botswana and compare and contrast way of life in Botswana to their way of life here in the United States.	1.03
Economics	Week 5: Studies Weekly Week 29	Students will recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining).	1.07
Economics	Week 6: Studies Weekly Week 30	Students will recognize major products and industries found in Tennessee (e.g., music, and tourism).	1.07
History	Week 7: Studies Weekly Week 13	Students will identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: Independence Day.	1.26
History	Week 8: Studies Weekly Week 12	Students will identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: Memorial Day.	1.26
Culture	Week 9: Memphis in May-Ghana	Students will learn about the people and culture of Ghana and compare and contrast way of life in Ghana to their way of life here in the United States.	1.03

First Grade-Tennessee's Place in the United States: Quarter 4 Curriculum Map Introduction

What Will First Grade Students Learn This Year?

First grade students will continue their study of social studies by learning about Tennessee's place in the United States through culture, economics, geography, government and civics, and history.

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. **It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).**

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 and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to 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

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:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
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- Order for Life (Studies Weekly-Week 7)

Essential Question(s)	How can you tell a story about important things in your life in the order they happened?		
Standards	1.22 Arrange the events from a student’s life in chronological order.		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Order, timeline, event		
Teacher Guided Text Specific & Text Dependent Questions	<p>Order for Life</p> <ul style="list-style-type: none"> • What is a timeline? • Why would you put things in the order they happened? • What are some examples of things we’ve put in order? 	<p>What Goes on a Timeline?</p> <ul style="list-style-type: none"> • What is an event? • What are some important events that you would include in a timeline? • Does a timeline have to show just events in a day? 	<p>Making a Timeline / Rev’s Timeline</p> <ul style="list-style-type: none"> • How do you order important events on a timeline? • Why are timelines important?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will complete the Major Events in my Life Timeline activity sheet to highlight major events of their lives.</p> <p>2) Students will sequence pictures to determine the order of events using the sequencing activity sheet. (ANSWER KEY)</p>		
Additional Topic Specific Resources	<p>Fix the Sentence: Activity Sheet</p> <p>Timelines for Kids: Video</p>		
Assessment	Studies Weekly Assessment: Week 7		

Week 2- Past, Present, Future (Studies Weekly-Week 8)

Essential Question(s)	What words do we use when we want to convey the order that events took place?		
Standards	1.23 Use correct words and phrases related to chronology and time, including: past, present, and future.		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Past, present, future, beginning, first, last, second, next, then, after, before, yesterday		
Teacher Guided Text Specific & Text Dependent Questions	<p>Past, Present, Future</p> <ul style="list-style-type: none"> • When might words about the order of events be really important? • Do you use words about the order of events? When? • Have you heard stories that involve words about the order of events? Which ones? 	<p>Past/Present</p> <ul style="list-style-type: none"> • Think of more words that you use to tell people something happened in the past. • What are some other ways that you can tell that a word or phrase is about something that happened in the past or future? 	<p>Future/ More Words About Time</p> <ul style="list-style-type: none"> • Give examples of stories that have this structure. • Why are so many stories written in this form?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<ol style="list-style-type: none"> 1) Students will complete the Which One Is It? activity sheet to determine the best words and phrases to describe time or events over time. 2) Students will complete the Past, Present, Future activity sheet to write about the past, present, and future. 3) The teacher will have 4 students to line up and have the students to explain/identify who is first, next, then, last. 4) Students will complete the Telling Picture Stories activity sheet to determine if actions are first, next, or last. 		
Additional Topic Specific Resources	Passage of Time: Video Long Ago and Now: Video		
Assessment	Studies Weekly Assessment: Week 8		

Week 3- Life in the Past (Studies Weekly-Week 9)

Essential Question(s)	How were things different in the past?		
Standards	1.25 Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Radio, letters, television, transportation, internet, change, communication		
Teacher Guided Text Specific & Text Dependent Questions	<p>Life in the Past</p> <ul style="list-style-type: none"> • What is something that has changed over time? • When would you use a radio? Give an example. • Compare and contrast an old television with a new television. 	<p>Communication in the Past</p> <ul style="list-style-type: none"> • How did people communicate in the past? • How do people communicate now? • Compare and contrast how people get the news today with how they got news in the past. How are they the same? How are they different? 	<p>How Did People Dress in the Past? Transportation in the Past</p> <ul style="list-style-type: none"> • How are clothing styles different now compared to the past? • How has transportation changed?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will use the Past and Present T-Chart to draw pictures of item/objects in the past and of the present to show how things have changed over time.</p> <p>2) Students will complete the Let's Compare activity sheet to details thing people use today and things people used in the past.</p> <p>3) Students will write a letter to a peer to talk about how communication or transportation changed over time.</p>		
Additional Topic Specific Resources	<p>Communication Then and Now: Video</p> <p>History of Transportation: Video</p>		
Assessment	Studies Weekly Assessment Week: 9		

Week 4- Africa in April (Botswana)

Essential Question(s)	How is the way of life for the people of Botswana?		
Standards	1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.		
Texts	Tennessee Kindergarten Studies Weekly-The World Around US		
Vocabulary	Flag, country, continent, Africa, cuisine		
Teacher Guided Text Specific & Text Dependent Questions	<p>Botswana</p> <ul style="list-style-type: none"> • When did Botswana gain its independence? • Where is Botswana located? • What plants and animals can be found in Botswana? 	<p>Botswana</p> <ul style="list-style-type: none"> • When did Botswana gain its independence? • Where is Botswana located? • What plants and animals can be found in Botswana? 	<p>Botswana</p> <ol style="list-style-type: none"> 1) When did Botswana gain its independence? 2) Where is Botswana located? 3) What plants and animals can be found in Botswana?
Suggested Protocols and Resources	Back to Back, Face to Face	Back to Back, Face to Face	Back to Back, Face to Face
Extension Activities	<ol style="list-style-type: none"> 1) Students will complete a bubble map to list different details about Botswana. 2) Students will use the Botswana Coloring Sheet color the Botswana flag and write sentences to describe the flag. Sentence stem examples: The flag is _____. The flag is the shape of a _____. 		
Additional Topic Specific Resources	<p>Elephants in Botswana: Video</p> <p>All About Botswana: Read Aloud Text</p>		
Assessment	Students will draw a picture and write sentences to describe things that can be found in Botswana using the Write and Draw Template.		

Week 5- Field Trips Filled with Goods (Studies Weekly-Week 29)

Essential Question(s)	What goods and services can we buy right here in Tennessee?		
Standards	1.07 Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Good, service, tractor, factory		
Teacher Guided Text Specific & Text Dependent Questions	<p>A Field Trip Filled with Goods</p> <ul style="list-style-type: none"> • How can you determine whether something is a good or a service? • Is it possible for one thing to be both a good and a service? 	<p>Let's Go On a Trip!</p> <ul style="list-style-type: none"> • What are some goods and services that come from Tennessee? • Why do farmers use tractors? 	<p>More Fun in Tennessee</p> <ul style="list-style-type: none"> • Why are factories important in Tennessee? • How do you think that the people at factories decide what kind of toys, candles or guitars to make?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	1) Students will use the In My Community activity sheet to list goods and services that can be found in their community. 2) Students will read about mining in Tennessee and list the main idea and two details using the Mining Tennessee activity sheet .		
Additional Topic Specific Resources	Mining: Video How Bubble Gum Is Made: Video		
Assessment	Studies Weekly Assessment Week: 29		

Week 6- Music and Tourism (Studies Weekly-Week 30)

Essential Question(s)	What is Presidents Day and why is it celebrated?	
Standards	1.07 Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).	
Texts	Tennessee First Grade: Our Place in the United States	
Vocabulary	Tourism, aquarium, goo, service, capital, guitar	
Teacher Guided Text Specific & Text Dependent Questions	<p>Music and Tourism</p> <ul style="list-style-type: none"> • What does the guitar represent? • What does the microphone represent? • What does the shark represent? • What does the model of the Titanic represent? 	<p>Guitars and Microphones</p> <ul style="list-style-type: none"> • What does the guitar represent? • Why is Nashville important? • Why is Memphis important? • Why is the music industry or business important for Tennessee? <p>Sharks and Ships</p> <ul style="list-style-type: none"> • What is an aquarium? • Why does the Tennessee have a museum about the Titanic?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share
Extension Activities	<p>1) Students will make a list of tourist attractions in Tennessee. Students will then write to explain which attractions they would like to visit and why.</p> <p>2) Using the Tourism activity sheet, students will look at each picture carefully then draw a line from each illustration to the correct the correct tourist spot it can be found.</p> <p>3) Students will complete a bubble map to list and describe Tennessee music. Students will then write to share their favorite Tennessee music and why.</p>	
Additional Topic Specific Resources	<p>Top Tourist Attractions in State Tennessee - Travel Guide</p> <p>Tennessee Music: Video</p> <p>Family Vacation: Foldable</p>	
Assessment	Studies Weekly Assessment: Week 30	

Week 7- Independence Day-More Than Parades and Fireworks (Studies Weekly-Week 13)			
Essential Question(s)	How is Independence Day relevant to children’s everyday lives?		
Standards	1.26 Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: Independence Day		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Independence, flag, freedom, parade, country, emblem		
Teacher Guided Text Specific & Text Dependent Questions	<p>Independence Day</p> <ul style="list-style-type: none"> • What is Independence Day? • How do we celebrate Independence Day? 	<p>What Is Independence? The Declaration of Independence</p> <ul style="list-style-type: none"> • Why do we celebrate Independence Day every year? • How do you think that America became free from Great Britain? • What does it feel like to be free? 	<p>Fourth of July Grand Old Flag</p> <ul style="list-style-type: none"> • What does it mean to be independent? • How can someone stand up for their own independence?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	1) Students will complete the Independence Day activity sheet to complete words and determine who wrote the Declaration of Independence. 2) Students will complete the Fact and Opinion activity sheet to define if sentences about Independence Day are fact or opinion. 3) Students will read about the Declaration of Independence and answer text dependent questions using the Declaration of Independence text .		
Additional Topic Specific Resources	Why We Celebrate the Fourth of July - Declaration of Independence for Kids : Video		
Assessment	Studies Weekly Assessment: Week 13		

Week 8- Memorial Day (Studies Weekly Week 12)

Essential Question(s)	What is a hero?		
Standards	1.26 Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: Memorial Day		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Hero, parade, brave, honor		
Teacher Guided Text Specific & Text Dependent Questions	<p>Memorial Day</p> <ul style="list-style-type: none"> • Give an example of someone who is a hero? • What makes someone a hero? • Compare one hero with another, how are they the same, how are they different? 	<p>What is Memorial Day Honoring Our Soldiers</p> <ul style="list-style-type: none"> • What makes someone a hero? • Can one hero be more heroic than another? • Who do we celebrate on Memorial Day? • How do we honor our soldiers on Memorial Day? 	<p>Put the Puzzle Together /The Grand Divisions of Tennessee</p> <ul style="list-style-type: none"> • Before Memorial Day was a holiday, how did people honor fallen soldiers? • How did Memorial Day become a holiday?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<ol style="list-style-type: none"> 1) Students will complete the activity sheet Memorial Day to mark a calendar and to describe ways to honor fallen soldiers. 2) Students and the teacher will make a list of ways fallen soldiers can be honored. 3) Students will use the Memorial Day Writing Practice activity sheet to write sentences about Memorial Day. 		
Additional Topic Specific Resources	Memorial Day ABCs: Activity Sheet Memorial Day: Video		
Assessment	Studies Weekly Assessment: Week 12		

Week 9: Ghana (Memphis in May)

Essential Question(s)	How is the way of life for people in Ghana?
Standards	1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.
Texts	Memphis in May Curriculum
Vocabulary	Country, continent, Africa, tradition, customs
Text and Activities	Memphis in May Curriculum: Ghana
Assessment	Students will draw pictures write sentences to describe life in Ghana.