

# Milford Public Schools Curriculum



**Department: Social Studies Grade 1**

## Course Description

Students explore their place in the world around them building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today.

### UNIT 1

**Unit Title: Citizenship**

### LEARNING GOALS

#### Enduring Understanding(s):

Students will be able to describe characteristics and examples of good citizenship

Students will be able to explain the significance of historical figures and/or history-related holidays

#### Essential Question(s):

What are the responsibilities of a good citizen?

#### Content and Skills:

Labor Day  
Columbus Day  
Election Day  
Veteran's Day  
Thanksgiving

1 Our Class  
Comparing Classmates  
Classroom Citizens  
2 Our School  
School Workers  
School Citizens  
3 Our Families  
Comparing Families  
Family Rules  
4 Our Neighborhood  
Places in a Neighborhood  
Routes to School  
Transportation to School  
5 Kinds of Neighborhoods  
Neighborhood Maps  
Comparing Neighborhoods  
Planning a Neighborhood

#### Standards Addressed:

Civic and Political Institutions

CIV 1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).  
 CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.  
 CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**Participation and Deliberation**

CIV 1.4 Apply civic virtues when participating in school settings.  
 CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

**Processes, Rules, and Laws**

CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school. CIV 1.7 Explain how people can work together to make decisions in the classroom. CIV 1.8 Identify and explain how rules function in public.  
 CIV 1.9 Describe how people have tried to improve their communities over time

**UNIT 2**

**Unit Title: Exploring Maps, Globes, and Symbols**

**LEARNING GOALS**

**Enduring Understanding(s):**

Students will be able to use maps and symbols to locate critical and physical features.  
 Students will be able to interpret information from pictures, graphs and charts and explains basic symbols on a map.  
 Students will be able to explain the significance of historical figures and/or history-related holidays.

**Essential Question(s):**

What features do you include when creating a map, graph, or other representation of a community you belong to?  
 How are these features chosen?  
 How do you use maps to identify cultural and environmental characteristics of a particular place?  
 How are man-made features represented on maps compared to natural features?

**Content and Skills:**

- Martin Luther King Jr. Day
- Abraham Lincoln’s Birthday
- George Washington’s Birthday
- President’s Day
- Black History Month
- Women’s History Month

- Exploring Neighborhood Maps
- 1 Views
- Different Views
- Map Views
- 2 Map Symbols
- Colors on Maps
- Identifying Symbols
- Map Keys
- 3 Distance
- Near and Far

Measuring Distance  
 4 Location  
 Behind and Next To  
 Above and Below  
 Left and Right  
 Exploring Globes  
 1 Models  
 Identifying Models  
 Finding Models  
 Models and Globes  
 2 Maps and Globes  
 Land and Water  
 Comparing Maps and Globes  
 3 Time  
 Day and Night  
 Day and Night Timeline  
 Days, Weeks, Months  
 4 North and South  
 Up and Down  
 North and South on a Globe  
 North and South on Maps  
 North and South in the Classroom  
 5 East and West  
 East and West in the World  
 East and West in a Neighborhood  
 All Four Directions

**Standards Addressed:**

Geographic Representations: Spatial Views of the World  
 GEO 1.1 Construct maps, graphs and other representations of familiar places.  
 GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.  
 GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

**UNIT 3**

**Unit Title: Our Country, Our World**

**LEARNING GOALS**

**Enduring Understanding(s):**

Students will be able to use US and world maps and symbols to locate critical and physical features.  
 Students will be able to interpret information from pictures, graphs and charts and explain basic symbols  
 Students will be able to explain the significance of historical figures and/or history-related holidays.

**Essential Question(s):**

What do maps tell us about the communities we belong to?  
 How do the leaders in our community help to make it a good place to live?

**Content and Skills:**

Earth Day  
Memorial Day  
Flag Day  
1 Locating Our Country  
Locating the United States  
Locating States  
2 Using a U.S. Map  
Symbols of Real Places  
Places in the United States  
Labeling a U.S. Map  
3 Our Country's Government  
Symbols of Our Country  
Our Flag  
Our Presidents  
4 Our Country's History  
History and Holidays  
Children in History  
5 Our Country's Weather  
Seasons and Weather  
Months and Seasons  
Comparing Seasons  
Looking at our World  
1 Continents and Oceans  
Identifying Continents  
Identifying Oceans  
Completing a World Map  
2 Our World Address  
Our Planet and Continent  
Our Country  
Our State  
Our Town  
Our Street Address  
3 Exploring North America  
Locating North America  
Labeling North America  
Children of North America  
4 Exploring Other Continents  
Locating the Continent  
Labeling the Continent  
Children of the Continent

**Standards Addressed:**

Change, Continuity and Context

HIST 1.1 Compare life in the past to life in the present.

HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.

Geographic Representations: Spatial Views of the World

GEO 1.1 Construct maps, graphs and other representations of familiar places.

GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.

GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

