

1st Grade Social Studies

Key Instructional Activities

In the first grade, Our American Heritage is the focus of study where students will continue their introduction to United States history through the study of selected historical figures. In the history strand, students study the important contributions each historical person made. In the geography strand, students learn about where these historical people lived and explore important basic geographic concepts. The civics strand provides a study of the positive character traits exhibited by these important historical figures. The economics strand continues the introduction of basic economic concepts. Map and Globe and Informational Processing Skills Matrices are integrated as a foundation for students to locate, analyze, and synthesize information related to social studies topics.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards enhance the rigor in K-12 Civics, Economics, Geography, and History studies. This framework enhances rigor, builds critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens. The C3 Framework serves as the foundation of the Georgia Standards of Excellence.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



Along with content knowledge, students will be introduced to the following skills through a broad range of topics

- Using a compass rose to identify cardinal and intermediate directions
- Using a map to explain the impact of geography on historical and current events
- Organizing items chronologically
- Identifying issues and/or problems and alternative solutions
- Distinguishing between fact and opinion
- Identifying main idea, detail, sequence of events, and cause and effect in a social studies context
- Identifying and using primary and secondary sources
- Interpreting timelines, charts, and tables

(More information on the skills matrices can be found as an appendix to the GSE at Georgiastandards.org)

The C3 Social Studies Classroom

Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).

Inquiry Based Practices

1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

2. Teachers and students balance assessment needs.

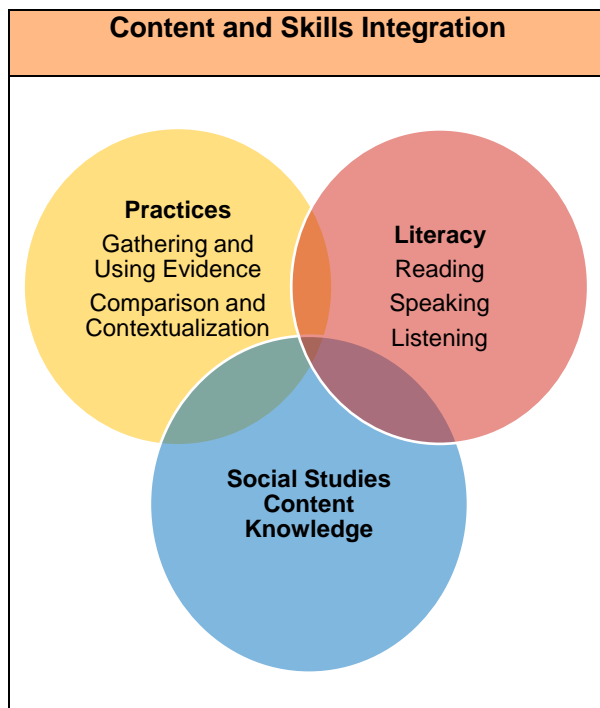
- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.



FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

1st Grade Social Studies System Pacing Overview



This guide provides an overview of what students will learn in his or her first grade social studies course. It focuses on the key skills your student will learn, which will build a strong foundation for success in social studies throughout elementary, middle, and high school. This guide is based on the state-adopted Georgia Standards of Excellence.

August-September

Unit 1: Connecting Themes in First Grade Social Studies

This unit is designed to introduce students to the five themes that will feature prominently in first grade social studies. Activities will focus on culture; individuals, groups, and institutions; location; scarcity; and time, change, and continuity. After this unit, students should demonstrate effective use of the enduring understandings, and apply the enduring understandings to their lives and to prior knowledge.

September-October

Unit 2: Our National Heritage

In this unit, students will begin to explore the United States national heritage using the theme of culture to learn about patriotic songs. Students will also use the theme of location to explore basic physical and political geography, and to relate their physical location to the various ways it can be described.' Note: Be sensitive to the fact that some students may not be able to observe certain ways of expressing patriotism such as by singing patriotic songs, however, they can still learn about the lyrics and what they mean as the standards and these lesson ideas suggest

October-January

Unit 3: A Changing Country

In this unit, students will study several historical figures and their contributions to American history and culture, using the theme of individuals, groups, and institutions. As these figures were prominent during a time of growth and change in our country, the themes of location and time, change, and continuity will help students understand the importance of place in people's lives, as well as patterns that occur throughout history. Finally, students will use the theme of scarcity to understand why the historical figures they are studying made the choices that they made.

January-February

Unit 4: Inventors in the United States

In this unit, students will use the theme of scarcity to discuss basic economic ideas of goods, services, producers, and consumers, as well as how the individual contributions of George Washington Carver and Benjamin Franklin had economic impact. Students will explore the role of location in the lives of Carver and Franklin, as well as the idea of time, change, and continuity in comparing the lives of Carver and Franklin to their own.

March-April

Unit 5: Community Helpers

In this unit, students will understand President Theodore Roosevelt's contributions to our country's environment through the lenses of individuals, groups, and institutions, and scarcity. Students will also consolidate a great deal of their economics learning thus far, and learn about ways that they can help their communities. Finally, students will continue to explore the idea of change over time by comparing Roosevelt's life to their lives

April-May

Unit 6: We are Alike, We are Different

In this unit, students will synthesize what they have learned about historical figures during the course of the year through a comparison of the historic figures' lives and their own, using the themes of individuals, groups, and institutions and time, change, and continuity. In addition, students will review the geography skills and knowledge learned throughout the year through the theme of location while demonstrating mastery of relevant standards and skills.

If the young learners of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum throughout the elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, core social studies content is as basic for success as reading, writing, and computing. Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society require a systematically developed elementary program focused on concepts from the four core social studies disciplines: civics.

HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. As a parent/guardian, you can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

Dimension of Learning	Questions You Might Ask
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> • What are you learning in social studies? • What do you wonder about that? • What feelings and thoughts do you have about this topic? • What questions does it raise? • Why do you think this is important for us to learn?
Applying Disciplinary Concepts and Tools	<ul style="list-style-type: none"> • Historian: How do we know about the past? What has changed or stayed the same over time? Why is this important in American history? • Geographer: What does a map show us? Why do people move from place to place? How can we describe the people in this place? • Political Scientist: What rights do people have? How do people work together? Are people being treated fairly? • Economist: How do people meet their needs and wants? How do people earn income? What goods and services are being produced and consumed?
Evaluating Sources and Using Evidence	<ul style="list-style-type: none"> • Where could you find out more information about the people, places, objects, activities that you are learning about in history? Try to find one or two other sources in print and online. • Who do you think took this photo and where was it? What do you see that could prove where it is located and when it was taken? • How do you know if this source is fact or an opinion?
Communicating Conclusions and Taking Informed Action	<ul style="list-style-type: none"> • What claim would you make based on these sources? • Has your thinking changed after learning about this topic? • Have you thought about what you can do to take action to help address an issue related to the topic you are studying in class?

Resources that may help your student in 1st Grade Social Studies.

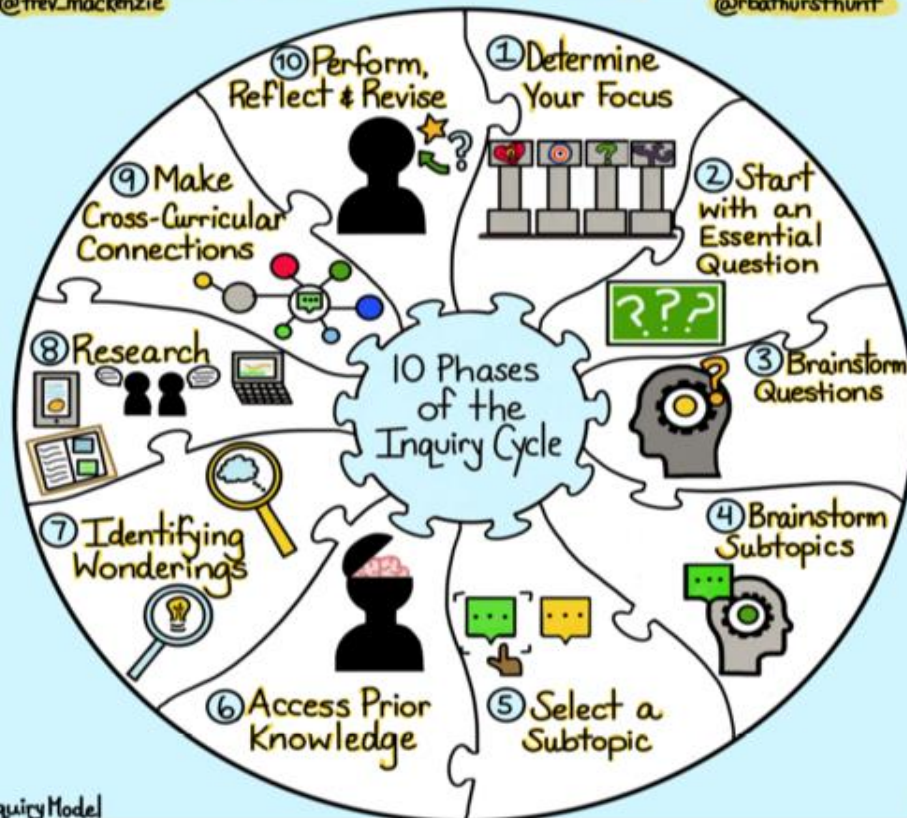
Bring history alive as a family by visiting around the state of Georgia: historic homes and sites, battlefields, forts, local museums, and cemeteries. Also, visit additional resources online:

- <https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-K-5.aspx>
- <https://www.icivics.org/>
- <http://www.gcss.net/uploads/files/gr1socstkidsbooks.pdf>
- <https://www.readworks.org/books/passages#!q:g:t:pt/features/>
- <https://constitutionday.civiced.org/>
- <https://www.americanhistoryforkids.com/>
- <https://www.ducksters.com/>

The Inquiry Cycle

@trev_mackenzie

@rbathursthurt



Inspired by: Alberta Inquiry Model

#InquiryMindset

10 Characteristics of the Inquiry Classroom

@Trev_Mackenzie

@sylviaaduckworth

- 1 Nurture student passions & talents
 - 2 Empower student voice & honour student choice
 - 3 Increase motivation and engagement
 - 4 Foster curiosity and a love for learning
 - 5 Teach grit, perseverance, growth mindset & self-regulation
 - 6 Make research meaningful & develop strong research skills
 - 7 Deepen understanding to go beyond memorizing facts and content
 - 8 Fortify the importance of asking good questions
 - 9 Enable students to take ownership over their own learning and to reach their goals
 - 10 Solve the problems of tomorrow in the classrooms of today
- Genius Hour**

 Passion Projects
 20% Time

Information in this brochure has been taken in part from the following sources: Georgiastandards.org, C3 Framework, Trevor McKenzie and the National Council for the Social Studies.