

*Norwalk Public Schools*  
**First Grade Social Studies Overview**  
**“Groups & Communities”**

**Overarching Objective:** In first grade, students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.

*By the end of first grade, students should know the answers to the following overarching questions:*

**Essential Questions:**

1. Why are rules and laws important? How do they help you, your family, and community? How are rules and laws different?
2. How & why do people celebrate different kinds of holidays?
3. Why are farms an important part of our economy? How have they developed over time?
4. How are needs and wants different? How are our perceptions of needs and wants dependent upon the experiences and contexts of family, culture, and community?
5. Why are maps and globes important? How and why do you use maps and globes?

<b>Unit</b>	<b>Family, School &amp; Neighborhood (September – December)</b>	<b>Special Days (Year round)</b>	<b>Finding Your Way (January-February)</b>	<b>Character Education (March-April)</b>	<b>Farms: Serving the Community (May-June)</b>
<b>Core Activities</b>	<ol style="list-style-type: none"> <li>1. Discuss/write about why rules are important</li> <li>2. Compare/contrast rules and laws</li> <li>3. Participate in classroom voting exercises</li> <li>4. Explain/discuss rules and responsibilities in relation to groups, family, teams, etc.</li> <li>5. Read about American symbols</li> <li>6. Guided examination of continents, countries, states, cities</li> </ol>	<ol style="list-style-type: none"> <li>1. Read/ discuss picture books on important U.S. holidays</li> <li>2. Compare/contrast holidays past and present</li> <li>3. Describe contributions of famous men/women who shaped important U.S. holidays (George Washington, Christopher Columbus, etc)</li> </ol>	<ol style="list-style-type: none"> <li>1. Write about purpose of maps and globes</li> <li>3. Identify map symbols and cardinal directions</li> <li>4. Describe geographical characteristics</li> <li>5. Scavenger hunt using cardinal directions</li> </ol>	<ol style="list-style-type: none"> <li>1. Read/ discuss picture books on character education</li> <li>2. Discuss pillars of character</li> <li>3. Visual presentation of student’s family</li> <li>4. Examine art, folk tales, stories, &amp; music about other cultures</li> <li>5. Read book about the idea of ancestry</li> <li>6. Provide examples from history, then write a poem about how one’s character can determine the outcome of a crisis</li> <li>7. Share family holiday traditions</li> </ol>	<ol style="list-style-type: none"> <li>1. Read/ discuss picture books about farms/community service</li> <li>2. Create chart on importance &amp; history of farms</li> <li>3. Compare/contrast farms then and now</li> <li>4. Identify goods and services</li> <li>5. Identify steps from farm to table</li> <li>6. Read about products and value</li> <li>7. Read about jobs/careers</li> </ol>

<b>District Unit Assessment</b>	Write/enact skit or public service announcement that illustrates good citizenship	Write about/present on a special day your family celebrates AND a special day that others celebrate	Create a map of classroom, school, or other location.	Create a story book that illustrates the difference between needs & wants	Write a plan for, then create/conduct business in a classroom grocery store to show understanding of goods/services, exchange of money, etc.
<b>Core Assessments</b>	<ol style="list-style-type: none"> <li>1. Create &amp; follow sets of rules for various scenarios/contexts</li> <li>2. Identify &amp; explain important American symbols</li> <li>3. Create a mini book illustrating the voting sequence</li> <li>4. Identify differences between continent, country, state, and city</li> </ol>	<ol style="list-style-type: none"> <li>1. Write/draw about a holiday “then and now”</li> <li>2. Holiday/journal about a famous American</li> <li>3. Complete holiday webquest <a href="http://webquest.org">http://webquest.org</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Project or test that shows understanding of maps/globes, symbols, key, etc.</li> <li>2. Write about geographical characteristics (mountains, valleys, lakes, etc)</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a personal timeline</li> <li>2. Skit or mini book illustrating character traits</li> <li>3. Complete character trait webquest <a href="http://webquest.org">http://webquest.org</a></li> <li>4. Write about future career and important community helpers</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a book showing steps from farm to table</li> </ol>
<b>Suggested Field Trips</b>	Community places (hospital, police station, etc.)			Guest speakers: community helpers	Grocery Store/farmer’s market

*(see K-5 curriculum guide for detailed lessons, activities, resources)*