

**Course Description:**

The first grade social studies curriculum is intended to expand the student’s awareness of their surroundings. They will also explore the calendar as it relates to the past, present, and future. They will also learn about some key figures in American history such as Christopher Columbus and Pocahontas. They will learn about maps as small as their room to as large as the world globe.

**Materials:**

- 12 large pieces of paper, legal size is best
- Colored pencils or crayons
- Ruler
- Hole puncher
- 3 pieces of yarn or ribbon
- Optional: apple, orange, banana
- Compass
- Small box (such as shoe box)
- Optional: cardboard, dollhouse furniture, clay, etc
- Poster board or large piece of paper
- Optional: sticks, stones, clay, clay, dollhouse furniture, etc.
- Glue
- Blindfold
- World globe

Module	Lesson Title	Objectives
1	Calendar Time	<ul style="list-style-type: none"> <li>• Develop a calendar to begin work with concepts of past, present, and future.</li> </ul>
	Distinguish Past, Present, and Future	<ul style="list-style-type: none"> <li>• Distinguish between past, present, and future as you continue to work with your calendar.</li> <li>• Use the following terms: "yesterday", "today", "tomorrow."</li> </ul>
	Pocahontas: an American Heroine	<ul style="list-style-type: none"> <li>• Read along and listen to a folktale of Pocahontas; an American heroine.</li> <li>• Explore aspects of her life, her personality, and her contributions to our world.</li> <li>• Develop a timeline to connect you with history.</li> </ul>
2	Christopher Columbus	<ul style="list-style-type: none"> <li>• Read along as you listen to a story about Christopher Columbus in a folk tale format.</li> <li>• Work with your historical time line and learn about events that occur the story.</li> <li>• Deepen your sense of yourself as part of an historical continuum.</li> </ul>
	Abraham Lincoln	<ul style="list-style-type: none"> <li>• Explore another historic American figure through the folklore format.</li> <li>• Continue work with historical time line.</li> </ul>
	George Washington	<ul style="list-style-type: none"> <li>• Explore American history with a tale from the early life of George Washington.</li> <li>• Work with the daily calendar and the historical time line.</li> </ul>
	Clara Barton	<ul style="list-style-type: none"> <li>• Explore the life of Clara Barton.</li> </ul>

Module	Lesson Title	Objectives
3		<ul style="list-style-type: none"> <li>• Work with the daily calendar and historical time line.</li> </ul>
	Johnny Appleseed	<ul style="list-style-type: none"> <li>• Explore historic American figure Johnny Appleseed through the folklore format.</li> </ul>
	Personal Time Line	<ul style="list-style-type: none"> <li>• Design a simple family tree.</li> <li>• Identify different roles in your family.</li> </ul>
4	Cardinal Directions	<ul style="list-style-type: none"> <li>• Draw a directional map symbol in the Main Lesson Book.</li> <li>• Experience the four directions: North, South, East and West.</li> </ul>
	Make a Room Map	<ul style="list-style-type: none"> <li>• Create a map of the bedroom.</li> <li>• Accurately depict the placement of furniture and objects in the room.</li> <li>• Create a 3D diorama of the bedroom.</li> </ul>
	Make a Map of Your House	<ul style="list-style-type: none"> <li>• Create a map of home</li> </ul>
5	Make a Neighborhood Map	<ul style="list-style-type: none"> <li>• Create a map of the neighborhood.</li> <li>• Provide accurate directions from home to a neighbor's home.</li> </ul>
	Examine State Map	<ul style="list-style-type: none"> <li>• Draw a simple outline of the state (or similar area if out of the United States).</li> <li>• Indicate home town within the state.</li> </ul>
6	Examine U.S. Map	<ul style="list-style-type: none"> <li>• Draw a simple map of the United States.</li> <li>• Locate their home state on the US map.</li> </ul>
	Examine a World Globe	<ul style="list-style-type: none"> <li>• Discuss the differences in climate in various parts of the world compared to their own.</li> <li>• Compare the amount of land and water on different parts of the globe.</li> <li>• Compare hot and cold climates on different parts of the globe.</li> <li>• Locate on a globe where they live.</li> <li>• Draw a simple representation of a globe in their Main Lesson Book</li> </ul>
	Impact of Location	<ul style="list-style-type: none"> <li>• Describe how location, climate and physical surroundings affect the way people live, including food, clothing, shelter, transportation and recreation.</li> <li>• Draw four representations in their Main Lesson Book, of different ways people live</li> </ul>

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**Materials:**

- Optional - Elsa Beskow’s “Pelle’s New Suite”
- Poster board
- Colored pencils or crayons
- Optional: “ The Princess in the Forest” by Sibylle von Olfers
- Deck of cards
- Optional: “The Seven Year Wonder Book” by Isabell Wyatt
- Globe or world map
- Optional - Magazines or internet images to make a collage
- Scissors
- Glue

Module	Lesson Title	Objectives
1	Economics: Bartering	<ul style="list-style-type: none"> <li>• Develop a mock store in which to explore an economic and bartering system.</li> <li>• Draw pictorial lists of goods they sell.</li> </ul>
	Economics: Native American System	<ul style="list-style-type: none"> <li>• Compare the life of the Powhatan tribe of Pocahontas to their own life.</li> <li>• Describe how families must make difficult choices based on what is available to them.</li> </ul>
	Sea Travels of Christopher Columbus	<ul style="list-style-type: none"> <li>• Compare products for sale and trade in different areas.</li> <li>• Draw items that were traded by Columbus during his travels to far off places.</li> </ul>
2	Young Abraham Lincoln	<ul style="list-style-type: none"> <li>• This week we will hear a story from Lincoln’s time that reflects his young life on the Kentucky frontier.</li> <li>• Your child will recognize that people save in order to purchase or trade for things they will need in the future through the story they hear.</li> <li>• Your child will apply this concept in their own life by considering what they may wish to save for and how they might accomplish this goal — be it a material goal, or one of other earned rewards.</li> </ul>
	Making Choices	<ul style="list-style-type: none"> <li>• Recognize that people must make choices because they cannot have everything they want.</li> <li>• Draw a picture from the story in the lesson reflecting its message.</li> </ul>

Module	Lesson Title	Objectives
	Goods and Services	<ul style="list-style-type: none"> <li>• Read along and listen to a story.</li> <li>• Demonstrate understand of the economic concept of goods and services.</li> <li>• Draw a picture of different goods and services as seen in a story about Clara Barton.</li> </ul>
3	Goods and Services Review	<ul style="list-style-type: none"> <li>• Distinguish between "goods" and "services".</li> <li>• Draw a short story showing concepts of "goods" and "services."</li> </ul>
	Community Service Providers	<ul style="list-style-type: none"> <li>• Identify service providers in your community.</li> <li>• Identify services provided by the government.</li> </ul>
	Role of Work in a Community	<ul style="list-style-type: none"> <li>• Identify the work that everyone in the family does for the benefit of all.</li> <li>• Draw pictures describing life at home when everyone works hard and when everyone does not.</li> </ul>
4	Goods in the Home	<ul style="list-style-type: none"> <li>• Identify "goods" used in the home.</li> <li>• Create a representation of a home.</li> </ul>
	How the Marketplace Works	<ul style="list-style-type: none"> <li>• Apply through role play the concepts of economics learned.</li> <li>• Design a marketplace in which to use skills of buying and selling with a two dollar allotment.</li> </ul>
	Personal Responsibility	<ul style="list-style-type: none"> <li>• Explore the idea of hard work in a community.</li> <li>• Compare the results of hard work of one character in a story and the laziness of another.</li> <li>• Draw a picture that represents a main idea of a story.</li> </ul>
5	Consequences and Responsibility	<ul style="list-style-type: none"> <li>• Relate the relevance of the fictional story of George Washington and the cherry tree.</li> <li>• Draw a picture relating something from the story.</li> <li>• Recognize the importance of taking responsibility for one's actions and the consequences involved.</li> </ul>
	Characteristics of Truthfulness	<ul style="list-style-type: none"> <li>• Evaluate truthfulness in self and others.</li> <li>• Draw a picture that reflects the concept of truthfulness.</li> </ul>
	Help and Respecting Others	<ul style="list-style-type: none"> <li>• Examine the need to help others and treat them with respect.</li> <li>• Draw pictures that exemplify themselves helping others.</li> <li>• Demonstrate way of helping others and treating them with respect.</li> </ul>

Module	Lesson Title	Objectives
6	Compassion for Others	<ul style="list-style-type: none"> <li>Recognize the need for compassion.</li> <li>Read along as they listen to a story.</li> <li>Draw a picture that exemplifies a compassionate act.</li> </ul>
	Understanding Diversity	<ul style="list-style-type: none"> <li>Explore the ideas of diversity and acceptance of others.</li> <li>Make a collage of different people from various cultures.</li> <li>Identify ways we can be accepting of others that are different from us.</li> </ul>
	Community Review	<ul style="list-style-type: none"> <li>Compare and contrast communities in which they live.</li> <li>Draw pictures of the diverse people they see in the communities in which they live.</li> </ul>