

# FAME Public Charter School

Scope and Sequence: Grade First

| <b>Subject/Unit Title: Social Studies I Know a Place</b> |                                       |   |  |                    |
|--|---------------------------------------|---|--|--------------------|
| <b>Estimated Time Frame (#of Days): 8-13</b>             |                                       |   |  |                    |
| <b>Unit 1: School</b>                                    |                                       |   |  |                    |
| <b>Chapter Title</b>                                     | <b>Lesson Title</b>                   | <b>Objectives</b>   | <b>CA State Standards</b>  | <b>Assessments</b> |
|  | <b>Lesson 1: Friends at School</b>    | <ol style="list-style-type: none"> <li>1. Discuss ways in which people who friendship and respect to others.</li> <li>2. Apply lesson examples to classroom situations showing friendship and respect.</li> </ol>                               | <i>Framework Concepts: Rules and Respect</i> By listening to an ancient fable and responding to real-life school scenes, children learn that respecting and helping others can lead to friendship. | Study Guide        |
|  | <b>You Decide: How to Be a Friend</b> | <ol style="list-style-type: none"> <li>1. Examine alternatives as part of the decision-making process.</li> <li>2. Discuss the importance of recognizing the feelings of others.</li> </ol>   |  |                    |
|  | <b>Lesson 2: Working Together</b>     | <ol style="list-style-type: none"> <li>1. Compare examples of successful and unsuccessful group dynamics.</li> <li>2. Discuss examples of majority rule.</li> <li>3. Apply in the classroom what was learned about working together.</li> </ol> | <i>Framework Concepts: Respect and Opinions</i> Children learn that working together involves planning, cooperation, and listening to the opinions of others.                                      | Study Guide        |
|  | <b>Think About</b>                    | <ol style="list-style-type: none"> <li>1. Identify examples of helpful</li> </ol>   |  | Study Guide        |

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|  | <b>Helping: Doing Your Part</b>       | and non-helpful behavior.<br>2. Apply lesson examples to personal behavior.   |  |                             |
|  | <b>Think About Maps: Looking Down</b> | 1. Understand that a map shows the view from above.<br>2. Use a key to identify objects on a map.<br>3. Create a map and a map key.                             |  | Map Activity                |
|  | <b>Unit Review</b>                    |   |  | Unit Test                   |
| <b>Subject/Unit Title: Social Studies I Know a Place</b> |                                       |   |  |                             |
| <b>Estimated Time Frame (#of Days): 23- 32</b>           |                                       |   |  |                             |
| <b>Unit 2: Town and Country</b>                          |                                       |   |  |                             |
| <b>Chapter Title</b>                                     | <b>Lesson Title</b>                   | <b>Objectives</b>   | <b>CA State Standards</b>  | <b>Assessments</b>          |
|  | <b>Lesson 1: Too Much Zucchini</b>    | 1. Discuss the characteristics of a town.<br>2. Analyze economics and social links within a community.<br>3. Compare examples to life in students' communities. | <i>Framework Concept: Location</i> Children explore the places in a town and the people who live and work there. | Study Guide                 |
|  | <b>Think About Maps: Flying High</b>  | 1. Judge relative distance and sizes of objects.<br>2. Compare a map to an aerial photo.<br>3. Use colors on a map to distinguish land from water.              |  | Study Guide<br>Map Activity |

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|  |   | 4. Draw a map from an aerial view.   |  |             |
|  | <b>Lesson 2: The Empty Lot</b>                | 1. Discuss changes that happened in one neighborhood.<br>2. Describe changes in students' own community.   | <i>Framework Concept: Neighborhood</i> A new home under construction helps focus on the concept of neighborhood.   | Study Guide |
|  | <b>Explore a Neighborhood</b>                 | 1. Observe physical features of the neighborhood.<br>2. Construct models of neighborhood buildings.<br>3. Construct a 3-D neighborhood map.      |  |             |
|  | <b>Lesson 3: Grandma's Album</b>              | 1. Analyze examples of change.<br>2. Examine changes within students' own lives.<br>3. Interview older relatives regarding life changes.         | <i>Framework Concepts: Families and Change</i> Children read about how a grandmother in a family grew and changed. | Study Guide |
|  | <b>Think About Time: When Things Happened</b> | 1. Explain a sequence of events.<br>2. Interpret timelines.<br>3. Make a timeline.   |  | Study Guide |
|  | <b>Lesson 4: Come to the Farm</b>             | 1. Analyze examples of farm life shown in the lesson.<br>2. Name the seasons of the year.<br>3. Compare farm life to life students' communities. | <i>Framework Concept: Location</i> A poem describes the activities on a farm during the four seasons of the year.  | Study Guide |

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|  | <b>Think About Farms: Food for You</b>               | 1. Identify food produced in many different places.<br>2. Conclude that farms meet people’s basic need for food.   |   | Study Guide        |
|  | <b>Lesson 5: One Little Kernel</b>                   | 1. Analyze movement of food products.<br>2. Use a simple timeline.<br>3. Describe a farmer’s role in providing corn products.  | <i>Framework Concepts: Goods and Services</i> Corn is traced from the field to the factory to consumers.    | Study Guide        |
|  | <b>Think About the Earth: The Earth is Your Home</b> | 1. Recognize a photo of the earth from outer space.<br>2. Understand that a globe is a model of the earth.<br>3. Find the north and south poles on a globe.<br>4. Use the cardinal directions north and south. |   | Study Guide        |
|  | <b>Unit Review</b>                                   |  |   | Unit Test          |
| <b>Subject/Unit Title: Social Studies I Know a Place</b> |  |  |   |                    |
| <b>Estimated Time Frame (#of Days): 24-33</b>            |  |  |   |                    |
| <b>Unit 3: City and Suburb</b>                           |  |  |   |                    |
| <b>Chapter Title</b>                                     | <b>Lesson Title</b>                                  | <b>Objectives</b>  | <b>CA State Standards</b>   | <b>Assessments</b> |
|  | <b>Lesson 1: Catch the Bus</b>                       | 1. Discuss elements of city life.<br>2. Discuss ways in which people are linked.<br>3. Compare and contrast cities with towns.   | <i>Framework Concept: Urban Area</i> A city has many people who work at different jobs in different places. | Study Guide        |
|  | <b>Think About Groups: So Many</b>                   | 1. Identify categories for groups of things.   |   | Study Guide        |

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|  | <b>Ways!</b>                                     | 2. Organize unclassified information into categories.  |   |             |
|  | <b>Lesson 2: From Kimi's House</b>               | 1. Identify a suburb.<br>2. Examine similarities and differences in communities.<br>3. Use a map to interpret information.   | <i>Framework Concept: Location</i> A suburb is located near a city.                               | Study Guide |
|  | <b>Think About Community: Where You Live</b>     | 1. Define types of communities.<br>2. Identify the type of community in which students live.   |   | Study Guide |
|  | <b>Lesson 3: The Bridge</b>                      | 1. Discuss growth and change in a city over time.<br>2. Identify ways in which cities are linked to other places.<br>3. Apply concepts to students' own communities. | <i>Framework Concept: Urban Area</i> As cities grow and change people are linked to other places. | Study Guide |
|  | <b>Think About Why Things Happen: Asking Why</b> | 1. Interpret illustrations that show cause and effect.<br>2. Identify cause and effect relationships.<br>3. Draw conclusions from evidence.                          |   | Study Guide |
|  | <b>You Decide: What to Do About Trash</b>        | 1. Choose the most appropriate action.<br>2. Give reasons for choosing an alternative.   |   |             |
|  | <b>Lesson 4: Inside the Factory</b>              | 1. Define a factory as a place where things are made.<br>2. Discuss kinds of jobs that factory workers do.<br>3. Identify the raw materials                          | <i>Framework Concept: Goods/Services</i> People use assembly-line processes in a factory.         | Study Guide |

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|  |  | used to make vans.<br>4. Apply concepts to identify other manufactured goods.   |  |                    |
|  | <b>Think About Graphs: Count with Pictures</b> | 1. Gather and organize information.<br>2. Make and use a picture graph  |  | Study Guide        |
|  | <b>Lesson 5: Night Workers</b>                 | 1. Discuss the jobs done by night workers.<br>2. Draw conclusions about night workers.<br>3. Apply lesson examples to identify night workers. | <i>Framework Concept: Goods/Services Many jobs are performed at night.</i> | Study Guide        |
|  | <b>A Moment in Time: A Fire Fighter</b>        | 1. Discuss the importance of the fire fighter.<br>2. Interpret illustrations of fire equipment.   |  |                    |
|  | <b>Unit Review</b>                             |   |  | Unit Test          |
| <b>Subject/Unit Title: Social Studies I Know a Place</b> |  |   |  |                    |
| <b>Estimated Time Frame (#of Days):18- 24</b>            |  |   |  |                    |
| <b>Unit 4: All Around the Big World</b>                  |  |   |  |                    |
| <b>Chapter Title</b>                                     | <b>Lesson Title</b>                            | <b>Objectives</b>   | <b>CA State Standards</b>  | <b>Assessments</b> |
|  | <b>Lesson 1: Our Country, Our World</b>        | 1. Locate the United States and students' state on maps and a globe.<br>2. Understand that a flag is a  | <i>Framework Concept: Location</i> Students begin to understand the        | Study Guide        |

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|  |  | national symbol.<br>3. Use a world map to discuss other countries and people.   | relationships among state, country, and world.  |                             |
|  | <b>Think About Countries: What Is a Country?</b> | 1. Recognize that the United States has many kinds of land and many groups of people.<br>2. Name the country in which students live.<br>3. Use a world map to find students' own country and other countries. |   | Study Guide<br>Map Activity |
|  | <b>Lesson 2: Across Canada by Train</b>          | 1. Locate Canada in relation to the United States.<br>2. Examine a route shown on a map.<br>3. Compare and contrast elements of Canadian life with elements of students' own lives.                           | <i>Framework Concept: Location/Cultures</i><br>Students learn about the location and the people of our neighboring country, Canada.                         | Study Guide<br>Map Activity |
|  | <b>Think About Graphs: Count With Bars</b>       | 1. Make and use a bar graph.<br>2. Organize information into categories.  |   | Study Guide                 |
|  | <b>Lesson 3: A Letter to Mexico</b>              | 1. Locate Mexico in relation to United States.<br>2. Use a process diagram to learn how the post office provides a link to other places.<br>3. Work together to make a classroom post office.                 | <i>Framework Concepts: Location and Similarities/Differences</i><br>A first grade student tells about sending and receiving mail from her cousin in Mexico. | Study Guide<br>Map Activity |
|  | <b>Explore a Post Office</b>                     | 1. Identify the sequence used in mail processing.   |   |                             |

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|  |  | <ol style="list-style-type: none"><li>2. Understand that postal workers move mail from one place to another.</li><li>3. Work together to make a classroom post office.</li></ol>  |  |                           |
|  | <b>Lesson 4: From Harbor to Harbor</b> | <ol style="list-style-type: none"><li>1. Discuss examples of how countries depend on each other.</li><li>2. Explain how people use harbors to move goods from place to place.</li><li>3. Locate major harbors on a world map.</li></ol> | <i>Framework Concepts: Goods and Location</i><br>Students learn that our country depends on other countries for goods. | Study Guide               |
|  | <b>Unit Review</b>                     |   |  | Unit Test<br>Map Activity |