# Grade 1 Social Studies Year at a Glance 2022-2023

## Pre-requisites: Kindergarten

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Duration</th>
<th>Assessed Standards</th>
<th>Description / Big Ideas</th>
<th>Essential Questions</th>
<th>End of Unit Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Geography Basics</td>
<td>12 days</td>
<td>State Standards: 1.3.A.1: Use geographic tools to locate and describe places on Earth. 1.3.A.1.a: Locate the continents and oceans using maps and globes.</td>
<td>Description: In this unit students will begin their journey of social studies through the lenses of geography and space. Students will learn how to apply geographic skills and tools to locate places in the world. Big Idea: Fundamental geographic tools and skills allow individuals to draw conclusions about their location in the world.</td>
<td>• How can geography be used to understand the world?  • How do maps help describe the location of places?  • How are physical features different from human-made features?</td>
<td>Application Task – Geographic Tools  Students will be given a map of a park. Students will then add components to the map, such as a compass rose, to determine the location of objects within the map.</td>
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<td><strong>Unit 2:</strong> My Local Community</td>
<td>17 days</td>
<td>State Standards: 1.1.C.1.a: Identify the rights, responsibilities, and choices that students have in the family, school, and neighborhood. 1.2.A.1.b: Discuss and respect traditions and customs of families in the community. 1.2.A.1.a: Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories. 1.3.B.1.a: Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life) 1.4.A.1.a: Identify and discuss goods and services provided in the community 1.4.A.1.b: Explain how getting something one wants may mean giving up something in return</td>
<td>Description: Using the geography skills developed in Unit 1, students explore the way people live and work together in Baltimore County and the factors that impact how the community functions. Big Idea: A community is comprised of geographic conditions, economic needs, longstanding traditions, and political forces that impact how people function within an area.</td>
<td>• How do the physical features of the land impact the lives of people in Baltimore County?  • How do the economic needs and wants of the community impact the way in which goods and services are produced, consumed, and exchanged in Baltimore County?  • How do the traditions and customs of different people impact Baltimore County?  • How do rules, regulations, and citizen participation impact life in Baltimore County?</td>
<td>Synthesis Task - Creating a Flipbook about their Community  Students will create a flipbook about their community that lists or shows geographic, economic, political, and cultural benefits to living in Baltimore County.</td>
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### Baltimore County Public Schools Accessible

Office of Elementary Social Studies Page 2 of 3

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| **Unit 3:** My State is a Community | 20 days | State Standards:  
1.1.B.1.b: Explain how contributions of people may be recognized with holidays and celebrations, such as Presidents' Day and Veterans' Day.  
1.2.A.1.b: Discuss and respect traditions and customs of families in the community  
1.3.B.1: Describe places in the environment using geographic characteristics.  
1.4.A.1.a: Identify and discuss goods and services provided in the community | Description: Students will continue their examination of their community by analyzing how people live and work together in the state of Maryland and the factors that impact how the state functions.  
**Big Idea:** At the state level, a community is comprised of geographic features (both human and physical), economic needs, longstanding traditions, and political forces and relationships that impact how people function within the state. | • How do physical features of the land impact the lives of people in Maryland?  
• How do the economic needs and wants of the community impact the way in which goods and services are produced, consumed, and exchanged in Maryland?  
• How do traditions and customs of different people impact Maryland?  
• How do rules, regulations and citizen participation impact life in Maryland? | Synthesis Task – Creating a Maryland Flipbook  
Students will create a flipbook that showcases the geography, economics, and culture of Maryland. |
| **Unit 4:** My Nation is a Community | 22 days | State Standards:  
1.1.A.2.a: Identify and discuss the meaning of common symbols associated with the United States of America, such as bald eagle, White House, and the Statue of Liberty.  
1.3.A.1.e: Describe where places are located on a map using relative distance and direction, such as near-far, above-below and cardinal directions  
1.3.C.1: Explain how transportation and communication link people and places by the movement of goods, messages, and people  
1.4.A.2: Describe the production process | Description: Students will complete their examination of their community by analyzing how people live and work together in the United States of America and the factors that impact how a country functions.  
**Big Idea:** At the national level, a community is comprised of geographic features (both human and physical), economic needs, longstanding traditions, and political forces and relationships that impact how people function within the country. | • How are the physical features of the land impact the lives of people in different states of the United States?  
• How do the economic needs and wants of the community impact the way in which goods and services are produced, consumed and exchanged in the United States?  
• How do the traditions and customs of different people impact the United States?  
• How do rules, regulations and citizen participation impact life in the United States? | Analysis Task – Students will create a graphic organizer to compare and contrast the political, economic, geographic, and cultural characteristics of two states. |
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<td>1.2.A.1: Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community</td>
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*Please note that in July of 2020, the Maryland State Department of Education (MSDE) approved a new elementary social studies framework. This framework is now published on the MSDE website. Standard notations on social studies materials come from the previously identified standards. Moving forward, curricula will be modified to meet the expectations set forth in the new MSDE elementary Social Studies framework.*