

First Grade-Tennessee's Place in the United States: Quarter 1 Curriculum Map Scope and Sequence

Topic	Week and Weekly Text Title	Weekly Focus	Standards
Government and Civics	Week 1:	Students will distinguish the differences between rules and laws, and give examples of each.	1.17
Culture	Week 2: Studies Weekly-Week 22	Students will describe the cultural aspects of a place, including a student's community and state.	1.01
Culture	Week 3: Studies Weekly-Week 23	Students will define multiculturalism as many different cultures living within a community and state.	1.02
Culture	Week 4: Studies Weekly-Week 24	Students will also compare and contrast family traditions and customs among different cultures within a student's community and state.	1.03
Geography	Week 5: Studies Weekly-Week 2	Students will recognize basic map symbols, including: cities, land, roads, and water.	1.10
Geography	Week 6: Studies Weekly-Week 3	Students will locate Tennessee, Nashville, and Washington, D.C. on a U.S. map.	1.11
Geography	Week 7: Studies Weekly-Week 1	Students will use cardinal directions on a map.	1.12
Geography	Week 8: Studies Weekly-Week 4	Students will distinguish the difference between a lake, mountain, ocean, and river.	1.13
History	Week 9: Studies Weekly-Week 14	Students will identify and describe the events or people celebrated during the Columbus Day.	1.26

What Will First Grade Students Learn This Year?

First grade students will continue their study of social studies by learning about Tennessee's place in the United States through culture, economics, geography, government and civics, and history.

Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. **It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).**

Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to www.studiesweekly.com and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to www.studiesweekly.com and login with username: **shelby_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly

Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

Week 1- Rules	
Essential Question(s)	Why do we need rules?
Standards	1.17 Distinguish the differences between rules and laws, and give examples of each.
Texts	Tennessee First Grade: Our Place in the United States
Vocabulary	Rules, laws, fairness
Teacher Guided Text Specific & Text Dependent Questions	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Rules and Laws-Read Aloud (Username: shelby- Password: county)</p> <ul style="list-style-type: none"> • What are rules and laws? • How do parents teach children how to behave in society? • What are some different rules students may have? • Other than parents, who else may give rules to children? • How do rules help children in school? </div> <div style="width: 48%;"> <p>Davis Goes to School Video</p> <ul style="list-style-type: none"> • What were some rules that Davis did not follow? • What happened as a result of David not following the rules? <p>Understand the Basic School Rules Video</p> <ul style="list-style-type: none"> • What was wrong with Peter? • What did the students do to help them remember school's rules? • What should students to speak in class? • What do you do when you see bullying? • What words are polite words to use every day? </div> </div>
Suggested Protocols and Resources	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;">Back to Back, Fact to Face</div> <div style="width: 48%;">Think, Pair, Share</div> </div>
Extension Activities	<p>As the teacher writes, the class will create a bubble map of reasons we need rules.</p> <p>As the teacher writes, the class will help create an anchor chart or list of class rules. Students will then choose a rule to illustrate. Students will use a t-chart template to illustrate following the rule on one side of the -chart and not following the rule on the other side of the t-chart.</p>
Additional Topic Specific Resources	<p>Ten Activities for Establishing Classroom Rules</p> <p>What to Do When Kids Break the Rules</p> <p>I Can Follow the Rules Video/ Song</p>
Assessment	<p>Students will write sentences to explain why it is important to follow rules. The teacher may use the sentence stems such as: We have rule because _____.</p> <p>We follow rules to _____.</p>

Week 2- (Studies Weekly-Week 22)

Essential Question(s)	How do the different cultures in Tennessee make the state a great place to live?		
Standards	1.01 Describe the cultural aspects of a place, including a student’s community and state. (C)		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	African American, European American, American Indian, Grand Ole Opry, culture		
Teacher Guided Text Specific & Text Dependent Questions	<p>Tennessee Cultures</p> <ul style="list-style-type: none"> • What is culture? • Can you think of some cultures that are part of Tennessee? • Each culture in Tennessee adds something special to the overall culture in our state. Can you think of some things that a culture brings that make life here better? 	<p>A Variety of Cultures and One Big Family</p> <ul style="list-style-type: none"> • Can you remember some of the cultures we learned about that are part of Tennessee? • Can you think of anything that your culture has that is unique? Do you want to share it with the class? • There are many different cultures in Tennessee. Do you think it is important for cultures to be nice to one another? Why? 	<p>Nashville and Memphis</p> <ul style="list-style-type: none"> • Can you share one example of the culture in Nashville? • What do you think of the culture in Nashville? • Do you like it or not, and why? • Can you share about the culture in Memphis? • Can you give me an example of Memphis culture that you do or do not like? Why?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	Students will complete a bubble map with culture as the focus or main bubble. Students will then draw and label pictures to represent language, customs, art, and ideas. Students will label a blank map of Tennessee and also label Memphis and Nashville. Students will then draw a picture next to each city that represents that city’s culture.		
Additional Topic Specific Resources	State Fun Facts: Tennessee		
Assessment	Students Weekly Assessment		

Week 3- Multicultural Party (Studies Weekly-Week 23)

Essential Question(s)	What is multiculturalism and why is it important?		
Standards	1.02 Define multiculturalism as many different cultures living within a community and state. (C)		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Multiculturalism, tribe, culture, ancient, Scotch-Irish, doughnuts		
Teacher Guided Text Specific & Text Dependent Questions	<p>A Multicultural Party</p> <ul style="list-style-type: none"> • What does multicultural mean? • Is this class multicultural? Why? Why not? • Why is multiculturalism important? 	<p>Chickasaw Culture and Cherokee Culture</p> <ul style="list-style-type: none"> • Name one traditional Chickasaw tradition. • Name one traditional Cherokee tradition. • Why are traditions important to cultures? • Compare these traditions to your own culture and traditions. How are they the same? How are they different? 	<p>African American Culture and Scotch-Irish Culture</p> <ul style="list-style-type: none"> • Based on the text, what is a type of music African Americans made popular? • Who is Bessie Smith? • Where do doughnuts come from? • Why do doughnuts show America is multicultural?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>Students will complete the Chickasaw and the Cherokee activity sheet to connect tribes to pictures associated with the tribes.</p> <p>Students will complete the Captions activity sheet to illustrate key ideas from the text.</p> <p>The teacher will create an anchor chart on the benefits and importance of diversity/multiculturalism. Students will then write a sentence or sentences to explain what multiculturalism is or why is it important.</p>		
Additional Topic Specific Resources	<p>Culture Introduction Video (Studies Weekly Bonus Sources)</p> <p>Diversity and Culture Video (Studies Weekly Bonus Sources)</p> <p>The Crayon Box that Talked Video</p>		
Assessment	Students Weekly Assessment Week 23		

Week 4- What is a Tradition Anyways? (Studies Weekly-Week 24)

Essential Question(s)	What is multiculturalism and why is it important?		
Standards	1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state. (C)		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Tradition, culture, history, independence, jazz		
Teacher Guided Text Specific & Text Dependent Questions	What is a Tradition Anyways? <ul style="list-style-type: none"> • What is tradition? • Why is tradition important? • Can you list a tradition that your parents taught you? Why do you think it was important? 	American Traditions and Family Traditions <ul style="list-style-type: none"> • Can you name some important American holidays? • Why do you think these holidays are traditions in America? • Are there any holidays that your family celebrates that other families do not? • Why is that holiday important to your family? 	Cultural Traditions and Cultural Traditions in Tennessee <ul style="list-style-type: none"> • Name a culture that lives in Tennessee. Tell me a tradition of that culture. • Think about all the cultures that live in Tennessee. Is there a cultural tradition in Tennessee that you really like? Why?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	Students will complete the Different Traditions in Tennessee Foldable . With class participation, the teacher will create an anchor chart of American traditions. Students will then complete a Bubble Map of American traditions by drawing and labeling pictures to detail American traditions.		
Additional Topic Specific Resources	Family Celebrations Template Barney - It's Tradition (SONG)		
Assessment	Students Weekly Assessment Week 24		

Week 5- Is That a Road or a River? (Studies Weekly-Week 2)

Essential Question(s)	What do symbols on a map mean? How can symbols help us find places?		
Standards	1.10 Recognize basic map symbols, including: cities, land, roads, and water. (G)		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	symbol, map, road, lake, city, river		
Teacher Guided Text Specific & Text Dependent Questions	<p>Is That a Road or a River?</p> <ul style="list-style-type: none"> • What is a symbol? • Why do we use symbols on a map? • What may happen if everyone used different symbols on different maps? • How would we know what the symbols mean? 	<p>Finding Roads on a Map and Finding Lakes on a Map</p> <ul style="list-style-type: none"> • What symbol on the map shows a road? • What is the symbol for a lake on Revere the Rat's map? • Have you ever been to visit a lake? What was it called? Is there a lake nearby? 	<p>More Fun with Maps and Tennessee Cities</p> <ul style="list-style-type: none"> • What is the symbol for a capital on a map? • What is the importance of a compass rose in a map? • What is a city?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	Using an activity sheet , students will use vocabulary words to correctly complete the sentences. Using a Geography of Tennessee map, students will circle cities yellow, color water (rivers and lakes) blue, and color mountains brown. Students will then create a map key for their map that indicates: Water-Blue, Mountains-Brown, and Cities-Yellow.		
Additional Topic Specific Resources	Introduction to Map Symbols: Lesson		
Assessment	Students Weekly Assessment Week 2		

Week 6 From Nashville, Tennessee to Washington D.C.- (Studies Weekly-Week 3)

Essential Question(s)	Where are Memphis, Tennessee and Nashville, Tennessee in relation to our nation's capital, Washington D.C.?		
Standards	1.11 Locate Tennessee, Nashville, and Washington, D.C. on a U.S. map. (G)		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Capital, Nashville, Washington D.C., Appalachian Mountains, Mississippi River, compass rose		
Teacher Guided Text Specific & Text Dependent Questions	<p>From Nashville, Tennessee to Washington D.C</p> <ul style="list-style-type: none"> • What are the borders of Tennessee? • Where is Nashville locate? • Why is Nashville important? • What can be found in the west of Tennessee? • What can be found in the east of Tennessee? 	<p>Use the Map?</p> <ul style="list-style-type: none"> • What does a compass rose show? • What direction is at the top of the compass rose? • What directions is at the bottom of the compass rose? • What landform can be found in the east of Tennessee? • What physical feature can be found in the west of Tennessee? • What directions is Kentucky from Tennessee? 	<p>Nashville</p> <ul style="list-style-type: none"> • What is Nashville? • Where is Nashville located? • What is Nashville famous for? <p>Two Capitals</p> <ul style="list-style-type: none"> • What is the capital of the U.S.A.? • Which direction would a person go if they were in Washington D.C. and they wanted to get to Nashville, Tennessee?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will color and label a blank compass rose and write a sentence below the compass rose to describe its purpose.</p> <p>2) Students will label Memphis and Nashville on a blank map of Tennessee. Students will also draw and label the Mississippi River to the west and Appalachian Mountains to the east of Tennessee.</p>		
Additional Topic Specific Resources	Map Skills: A Compass Rose		
Assessment	Students Weekly Assessment Week 3		

Week 7 Where's Revere's Rat Cage - (Studies Weekly-Week 1)

Essential Question(s)	What are cardinal directions and how would we find places without them?		
Standards	1.12 Use cardinal directions on a map. (G)		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Map, compass rose, directions		
Teacher Guided Text Specific & Text Dependent Questions	<p>Where is Revere's Rat Cage?</p> <ul style="list-style-type: none"> • What is a map? • Why do we need maps? • How do you think people found their way around before maps were made? 	<p>Where is Revere's Rat Cage and Using Maps to Find Places</p> <ul style="list-style-type: none"> • What did we use to help Revere the Rat find his new home? • On what part of the U.S. map is Tennessee? • Point to the state of Tennessee and then the state of California on the U.S. map. This is Tennessee. Is California to the north, south, east, or west of Tennessee? • Can a place be in two cardinal directions at the same time? 	<ul style="list-style-type: none"> • What is a Compass Rose? • Where can a compass rose be found? • What does a compass rose show? • What does a compass rose help people do?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will label a compass rose and answer questions about a map using the Where in Tennessee activity sheet.</p> <p>2) Students will complete the Reading a Map activity to practice using cardinal directions.</p>		
Additional Topic Specific Resources	<p>Cardinal Directions Song IDM: Can My Life Fit on a Map?</p>		
Assessment	Students Weekly Assessment Week 1		

Week 8 Landforms-(Studies Weekly-Week 4)

Essential Question(s)	What are cardinal directions and how would we find places without them?		
Standards	1.13 Distinguish the difference between a lake, mountain, ocean, and river. (G)		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Ocean, mountain, lake, river		
Teacher Guided Text Specific & Text Dependent Questions	<p>Where is Revere's Rat Cage?</p> <ul style="list-style-type: none"> • What is a map? • Why do we need maps? • How do you think people found their way around before maps were made? 	<p>Where is Revere's Rat Cage and Using Maps to Find Places</p> <ul style="list-style-type: none"> • What did we use to help Revere the Rat find his new home? • On what part of the U.S. map is Tennessee? • Point to the state of Tennessee and then the state of California on the U.S. map. This is Tennessee. Is California to the north, south, east, or west of Tennessee? • Can a place be in two cardinal directions at the same time? 	<ul style="list-style-type: none"> • What is a Compass Rose? • Where can a compass rose be found? • What does a compass rose show? • What does a compass rose help people do?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	1) Using the Landform or Not activity sheet, students will categorize things found on a map as a landform or not a landform. 2) Using a blank landforms chart , students will draw an ocean, river, lake, and mountain. Students will then write a summarizing sentence of the landform below their drawing.		
Additional Topic Specific Resources	Cardinal Directions Song IDM: Can My Life Fit on a Map?		
Assessment	Students Weekly Assessment Week 4		

Week 9 Where's Revere's Rat Cage - (Studies Weekly-Week 14)

Essential Question(s)	Who was Christopher Columbus, and why is Columbus Day celebrated?		
Standards	1.36 Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: Columbus Day (H)		
Texts	Tennessee First Grade: Our Place in the United States		
Vocabulary	Explorer, crew, honor, slave, indigenous		
Teacher Guided Text Specific & Text Dependent Questions	<p>Columbus Day</p> <ul style="list-style-type: none"> • Where was Christopher Columbus born? • Why did Christopher Columbus want to explore the world? • Why did Christopher Columbus have to sail on ships to new lands? 	<p>Who Was Christopher Columbus and Columbus' Ships</p> <ul style="list-style-type: none"> • When did Christopher Columbus live? • What were the names of Christopher Columbus' ships? • Why did Christopher Columbus end up so far away from where he wanted to go? 	<p>Columbus Day and Indigenous Peoples' Day</p> <ul style="list-style-type: none"> • When do we celebrate Columbus Day? • What does the word "indigenous" mean? • What people are indigenous to the United States?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Using the Columbus' Voyages activity sheet, students will draw the routes Christopher Columbus took on three of his voyages.</p> <p>2) Students will craft a Columbus Character and use an index card to write details about Christopher Columbus and why Columbus Day is celebrated.</p>		
Additional Topic Specific Resources	<p>Columbus Day</p> <p>Columbus Day Ship</p>		
Assessment	Students Weekly Assessment Week 14		