

This standards map is developed with the following premises:

- Core CNMI PSS benchmarks for Social Studies – Grade 1 has been modified to address schools on half-day sessions and/or remote learning.
- Benchmarks slated for a given quarter should at all events be taught in the designated quarter in order to allow for horizontal alignment with other schools in the district.
- Enduring understandings are the big generalizations for the topic/concept.
- For Grade 1 NMI context shall be embedded for 20-25% of instructional time.

Primary Instructional Materials (BOE Approved):

Pearson MyWorld Grade 1 Social Studies; Making Our Way; 2013 National + Realize

* Accommodations: Closed Captioned Videos, Songs, Digital Audio Text, Visual Cues, ELL and Differentiation lesson support

Enduring Understandings:

- **Understand that democratic societies have common beliefs and shared values.**
- Citizens have rights and responsibilities as members of different groups.
- Characteristics of citizens include helping others, following rules, and working well with others.
- **Understand that citizens in a democracy have both rights and responsibilities.**
- Identify, explain, and describe responsibilities as a member of a family, classroom, and community.
- **Understand that there are reasons for different rules in different settings.**
- **Understand that decision-making is a process.**
- People can better cooperate when they respect authority and follow rules; cooperation and working well together is important.
- There are leaders in families, school, and the community; leaders are important because they make and enforce rules, maintain order, and keep people safe.

Essential Questions:

- **How do people best cooperate?**
- How can we be good citizens?
- What are my rights and responsibilities?
- What are the rules we have to follow?
- Who are our leaders and how do they help us?

Pacing Map (by weeks):

**Standards and Benchmarks:
(BOE Approved):**

Week 1

Chapter 1: My School, My Community
Chapter Opener + Lesson 1

Welcome & practice lesson format

Mon: Chapter Opener; Big O; myStory Video

Fri: Review Big Q, Video, Song + My Story Idea (HW)		
Week 2 Ch.1: <u>Lesson 2: My Rights & Responsibilities</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) + 21C Skills (<u>Conflict & Cooperation</u>)	C.1.1.3	Explain how conflict resolution and cooperation function when rules, laws, and authority are present and absent within the family, school, village, community, and island
	C.1.1.4	Describe how to be a responsible family and classroom member
Week 3 Ch. 1: <u>Lesson 3: Follow the Rules</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)	C.1.1.1	Describe the purposes of rules and laws
	C.1.1.2	Give examples of authority in the family and at school.
Week 4 Ch. 1: <u>Lesson 4: My Leaders</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)	C.1.1.2	Give examples of authority in the family and at school.
Week 5 <u>Chapter Closer</u> Vocab Review, Activity: The ABCs of Citizenship, myStoryBook	C.1.1.4	Describe how to be a responsible family and classroom member
	C.1.1.3	Explain how conflict resolution and cooperation function when rules, laws, and authority are present and absent within the family, school, village, community, and island
Week 6 Review/ Assess (Ch. 1 - L1, 2, 3, 4) Review the Big Q, Video, & Song Assessment Choices: myStoryBook, *Activity: The ABCs of Citizenship, Chapter Assessment	C.1.1.1, C.1.1.2, C.1.1.3, C.1.1.4 Exams, Projects, Extension activities	
Week 7 - 8	* Recommend beginning Chapter 2, but do not assess for 1 st Quarter grades, assess in 2 nd Quarter.	
Week 7 Chapter 2: Work in the Community Chapter Opener: Big Q; myStory Video (1:33); Song (1:22); myStory Spark; Words to Know, Reading Skill Practice +Ch. 2: <u>Lesson 1: What We Need & Want</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)	E.1.6.1	Explain the difference between wants and needs, and that because people cannot have all they want, they must make choices

Content Area: *Social Studies*

Grade Level: *Grade 1 - Core*

Quarter: *2nd*

Enduring Understandings:

- **Understand the interactions within an economic system.**
- People have different needs and wants and have to make choices about them, especially when things are scarce.
- The value of the thing you are giving up is the opportunity cost; giving up one thing to get another.
- Goods are things that people make or grow; services are actions people do for others; provide examples from home, school, the community, and in government.
- People buy, trade, or exchange goods and services to get the things they need or want; people can be both producers and consumers.
- Using money is easier for making exchanges than trading or bartering.

- **Understand that maps help to make sense of the world.**
- Maps are simple representations and globes are models of places on earth; are used to locate and identify places.
- Identify and describe the relative location of places in school and the community; also within photographs and pictures.
- The world is made up of different physical features such as landforms and bodies of water; locate continents and oceans on maps and globes, and identify countries in North America and major islands in the CNMI.
- Use vocabulary to terms related to geographic features.
- **Understand that their actions impact the world.**
- Humans interact with and have an impact on the environment.
- Natural resources and human-made products are different, can be used to meet people's needs; Earth's resources need to be protected.

Essential Questions:

- **How do people get what they need?**
- How are needs and wants different?
- How do people make choice when things are scarce?
- How will I know what goods and services are?
- How do people get goods and services?
- How do people spend and save money?

- **What is the world like?**
- How do directions help us locate places and things?
- What do maps and globes show?
- What are different forms of land and water on earth?
- How many continents and oceans are on the earth?
- How do natural resources affect the way we live?

<p>Ch. 2: Lesson 4: Buying & Selling (*trade) Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>		<p>means to exchange goods and services for money</p>
<p>Week 2 Ch. 2: Lesson 5: Spending & Saving (*Money) Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p> <p>Chapter Closer Vocab Review, Activity: Using Money, myStoryBook</p>	<p>E.1.6.4</p>	<p>Describe the difference between buying, selling, trading, bartering, and getting things for free</p>
<p>Week 3 Review/Assess (Ch. 2 L1, 2, 3, 4, 5) Review the Big Q, Video, & Song Assessment Choices Activity: Using Money, myStoryBook, Chapter Assessment</p>		<p>E.1.6.1, E.1.6.2, E.1.6.3, E.1.6.4 Exams, Projects, Extension activities</p>
<p>Week 4 Chapter 3: Looking at Our World Chapter Opener: Big Q; myStory Video (1:49); Song (0:49); myStory Spark; Words to Know, Reading Skill Practice</p> <p>+ Ch. 3: Lesson 1: Where Things are Located Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>G.1.3.1</p>	<p>Recognize general information about location (e.g. island, CNMI, Pacific Oceans, planet Earth)</p>
<p>Week 5 Ch. 3: Lesson 2: Maps & Globes Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p> <p>+ 21C Skills (Maps)</p>	<p>G.1.3.1</p>	<p>Recognize general information about location (e.g. island, CNMI, Pacific Oceans, planet Earth)</p>
<p>Week 6 Ch. 3: L3: Land & Water, L4: Continents & Oceans</p> <p>Optional: Level Reader: Ernest Shackleton</p>	<p>Use pressed for time or assign for Homework Lesson Intro, Vocab Worksheet, Activity Worksheet</p>	
<p>Week 7 Ch. 3: Lesson 5: Our Environment Lesson Intro; Envision+ Read + Got It.</p>	<p>G.1.4.1</p>	<p>Describe how people can impact the environment in negative and positive ways (e.g. pollution, littering.</p>

<p>Vocab Review, Activity: A Model Place, myStoryBook</p> <p>Review/Assess (Ch3- L1, 2, 3, 4, 5) Review the Big Q, Video, & Song Assessment Choices *Activity: A Model Place, myStoryBook, Chapter Assessment</p>	<p>G.1.3.1, G1.4.1 Exams, Projects, Extension activities</p>
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Content Area: *Social Studies*

Grade Level: <i>Grade 1 – Core</i>	Quarter: <i>3rd</i>
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Understand that primary resources give a clearer understanding of historical events. • Understand the importance of historical events and how they continue to shape present and future way of life. • Culture and celebrations are expressed and observed in various ways; can be identifies by elements like food, clothing, language, homes, religion, art, and music; explain the origin of national/CNMI holidays. • Culture is influenced by environment and customs, and individuals contribute to changing culture. • Families and cultures are alike and different in many ways; individuals and families contribute to culture in the community. • All cultures have a past and present, and we learn about our national and cultural past through stories and folktales. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How is culture shared? • What are different parts of culture? • How do families share different cultures? • What are some family, community, and national celebrations?
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Pacing Map (by weeks):	Standards and Benchmarks: (BOE Approved):
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<p>Week 1 Chapter 4: The Traditions We Share Chapter Opener: Big Q; myStory Video (1:26); Song (0:51); myStory Spark;</p>	<p>H.1.7.3</p>	<p>Explain the cultural history of national/various Pacific region cultures as reflected in customs, beliefs, dance, music, ceremonies, or</p>
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Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)		cultures as reflected in customs, beliefs, dance, music, ceremonies, or other art forms
Week 3 Ch. 4: <u>Lesson 2: Families are Alike & Different</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) Reading (Compare & Contrast)	H.1.7.1	Illustrate how to chronologically order the history of immediate and extended family members and their relationships over at least two generations
	G.1.3.2	Explain that community, school, and classroom are comprised of diverse cultural groups and individuals
Week 5 Ch. 4: <u>Lesson 3: Celebrations</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) Ch. 4: <u>Lesson 4: Celebrating Our Nation</u> Use pressed for time or assign for Homework Lesson Intro, Envision It!, Got It!	H.1.7.2	Describe national/CNMI cultural history through stories, songs, symbols, and celebrations
Week 6 Ch. 4: <u>Lesson 5: Stories from the Past</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) Activity: Our Class Celebration (begin) (In March students participate in CCLHS competitions)	H.1.7.2	Describe national/CNMI cultural history through stories, songs, symbols, and celebrations
Week 7 Ch. 4: <u>Lesson 6: Sharing Our Cultures</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) 21C Skills (Using Graphs) Activity: Our Class Celebration (in progress)	H.1.7.3	Explain the cultural history of national/various Pacific region cultures as reflected in customs, beliefs, dance, music, ceremonies, or other art forms
	G.1.3.2	Explain that their island community, school, and classroom are comprised of diverse cultural groups and individuals
Week 8 <u>Chapter Closer</u> Vocab Review, myStoryBook Review/Assess Review the Big Q, Video, & Song Assessment Choices *Activity: Our Class Celebration, myStoryBook	G.1.3.2, H.1.7.1, H.1.7.2, H.1.7.3 Exams, Projects, Extension activities *Conclude the Activity (Quarter usually ends in April, Flame Tree Festival & Cultural Heritage Month)	

Enduring Understandings:

- **Understand the importance of historical events and how they continue to shape present and future way of life.**
- Communities are diverse and change over time, as shaped by people’s actions.
- Terms related to time can be organized sequentially; events that happen in school, at home, or in the community can be measured in units of time (minutes, hours, days, weeks, months, years) with tools like clocks and calendars.
- Events can be described in terms of time (past, present, future).
- Over time changes in technology affect/change the way people live; some things changes and some things stay the same (ways in which needs are met, family structures, clothes, recreation, communication, and transportation), at home, at school, and in the community.
- **Understand that primary resources give a clearer understanding of historical events.**
- People can use historical sources to draw conclusions about the past.
- Primary and secondary sources are different authors used to learn about history

Essential Questions:

- **How does life change throughout history?**
- What are some ways to measure time?
- What are some ways to describe the time events take place?
- What are some ways to learn about history?
- Who are the important people who helped our country/community in the past?
- How has daily life changed over time?

Pacing Map (by weeks):	Standards and Benchmarks: (BOE Approved):	
Kinder missed in 4 th Quarter Sy2019-2020	H.K.7.1	Give examples, on a timeline, of family events
<p align="center">Week 1</p> <p align="center">Chapter 5: Our Past, Our Present</p> <p align="center">Chapter Opener: Big Q; myStory Video (1:14); Song (0:57); myStory Spark; Words to Know, Reading Skill Practice</p> <p align="center">Ch.5: <u>Lesson 1: Measuring Time</u></p> <p align="center">Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	H.1.7.1	Illustrate how to chronologically order the history of immediate and extended family members and their relationships over at least two generations
<p align="center">Week 2</p> <p align="center">Reading (Sequencing)</p>	H.1.7.1	Illustrate how to chronologically order the history of immediate and extended family members and their

<p>*During the month of April, engage in Cultural Heritage Month activities. Adjust weekly lesson pacing for Chapter 5 to accommodate.</p>		<p>national/various Pacific region cultures as reflected in customs, beliefs, dance, music, ceremonies, or other art forms</p>
<p>Week 4 Ch. 5: Lesson 4: American Heroes Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) Leveled Reader: Sacagawea (Sequencing)</p>	<p>H.1.7.1</p>	<p>Illustrate how to chronologically order the history of American Heroes and their relationships to historical events.</p>
	<p>H.1.7.2</p>	<p>Describe national/CNMI cultural history through stories, songs, symbols, and celebrations</p>
<p>Week 5 Ch. 5: <u>Lesson 5: Life Then & Now</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) Ch.5: Lesson 6: Technology Then & Now Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>*Requested new benchmark: Compare and describe events in daily life in the past and life today (terms: past, present, future)</p>	
<p>Week 6 <u>Chapter Closer</u> Vocab Review, *Activity: Then & Now, myStoryBook</p>	<p>*Requested new benchmark: Compare and describe events in daily life in the past and life today (terms: past, present, future)</p>	
<p>Week 7 Review/Assess Review the Big Q, Video, & Song Assessment Choices *Activity: Then & Now, myStoryBook, Chapter Assessment</p>	<p>H.1.7.1, H.1.7.2, H.1.7.3 Exams, Projects, Extension activities</p>	
<p>Week 8 Review/ Reteach</p>	<p>Exams, Projects, Extension activities</p>	