

1st Grade Social Studies

Instructional Focus: My School

- Develop an understanding of how people view, construct, and interpret history.
- Develop spatial understanding, perspectives, and personal connections to the school community.
- Examine places and the connections among them.
- Analyze and practice rights, roles, and responsibilities of citizens.
- Learn the traits of being a good citizen.
- Understand that history is shared in various ways, and we learn about our past through stories and folktales.
- Over time, people and communities change; technology and inventions have affected the way people live.
- Explain changes in school and community over time.
- Explain actions related to citizenship and traditions.

Geography

Cross Cutting:

- Using patterns as evidence to make predictions.
- Cause and Effect, and Interpreting data

Standard	Objective	Examples
1-G-1. Make and use maps and graphs to gather, analyze, and report spatial information.	Students will: <ul style="list-style-type: none"> • Understand maps can be used to locate places. • Demonstrate how to create a map. • Explain how and why maps change over time. 	<ul style="list-style-type: none"> • Introduce and create maps of the classroom, playground and school. • Use position words while describing locations on a map (i.e. left, right, close, far away). • Compare seating charts from fall and spring.
1-G-2. Utilize, analyze, and explain information about the human and physical features of places.	Students will: <ul style="list-style-type: none"> • Understand that places have distinctive geographic characteristics. • Classify how places are built, identified, named, and characterized. • Identify a school as a distinct area defined by one or more physical features. 	<ul style="list-style-type: none"> • Describe what makes a school unique and different from other places. • Learn the names of special rooms in the school, why they are named so, and who uses them. • Examine the school area and describe the physical features.
1-G-3. Interpret spatial characteristics of human systems, including migration, movement, and economic activities.	Students will: <ul style="list-style-type: none"> • Understand the need for people to exchange goods, services, and ideas. • Understand how and why human networks, including networks for communication and for transportation of people and goods, are linked. • Understand how changes in technology, transportation, and communication impact the school. 	<ul style="list-style-type: none"> • Draw pictures or write about various jobs people do in the school. • Discuss how goods come to the school including hot lunches, mail and books. • Make a graph of how students travel to school compared to how parents or teachers travel to school in previous generations.

Government/Citizenship

Cross Cutting:

- Using patterns as evidence to make predictions.
- Cause and Effect, and Interpreting data

Standard	Objective	Examples
1-GC-1. Know and understand how societies define authority, rights, and responsibilities through a governmental process.	Students will: <ul style="list-style-type: none"> • Understand the necessity and purpose of government. • Understand the meaning of fundamental ideas including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty. 	<ul style="list-style-type: none"> • Have students help establish classroom rules or guidelines and explain how they make the classroom a safe place for learning. • Explain students' rights and responsibilities in the classroom (i.e. students enjoy the privileges of recess when their tasks are complete).
1-GC-2. Know and take part in democratic processes in the classroom and school.	Students will: <ul style="list-style-type: none"> • Experience the importance of individuals and groups in forming and carrying out classroom and school policies and rules. • Understand patterns in classroom and school policies and rules. 	<ul style="list-style-type: none"> • Take part in setting up classroom expectations, rules, and consequences. • Discuss consistent policies and rules from year to year.
1-GC-3. Have the knowledge and skills necessary to participate effectively as informed and responsible citizens.	Students will: <ul style="list-style-type: none"> • Identify the important characteristics of responsible citizenship. • Demonstrate how citizens participate in the democratic process by discussing problems, building consensus, and voting on classroom and school issues. • Understand how to establish, explain, and evaluate rules. • Appreciate the value of community service. • Understand appropriate ways of solving problems and resolving conflicts. 	<ul style="list-style-type: none"> • Vote on classroom issues, discuss what makes a good classroom and school citizen, and take part in setting up classroom expectations, rules and consequences. • Participate in a community service project in the classroom or school. • Discuss and model appropriate ways of solving problems and resolving conflicts.

History

Cross Cutting:

- Using patterns as evidence to make predictions.
- Cause and Effect, and Interpreting data

Standard	Objective	Examples
1-H-1. Know that history is a record of human experiences that links the past to the present and the future.	Students will: <ul style="list-style-type: none"> • Classify significant ideas, people and events within a time sequence. • Understand history relies on the interpretation of evidence. • Understand history is a narrative told in many voices and expresses various perspectives of historical experiences. 	<ul style="list-style-type: none"> • Make a timeline of classroom or school events throughout the year. • Make a timeline of the history of the school. • Compare pictures of the school in the past to current pictures. • Interview a school staff member, asking questions about the history of the school. • Share school history through oral stories or picture displays.
1-H-2. Know historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.	Students will: <ul style="list-style-type: none"> • Understand the consequences of physical conflict peace in the classroom. • Express historical understanding as both relevant and valuable in their life and for participating in the classroom and school community. 	<ul style="list-style-type: none"> • Identify a current peer problem and discuss the consequences of solving the problem in different ways. • Identify cultural holidays in the classroom over the year and explore their historical origins.

<p>1-H-3. Develop skills and processes of historical inquiry.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify a variety of primary and secondary sources; letters, diaries, maps, art, etc. 	<ul style="list-style-type: none"> • Gather and exhibit school history using photos and other records (i.e. draw a picture of the principal and compare to a photo).
<p>1-H-4. Integrate historical knowledge with historical skill to participate as a citizen and lifelong learner.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand they are an important part of history. • Recognize each citizen has a valuable personal position on issues. 	<ul style="list-style-type: none"> • Have a multicultural lunch and share foods to gain an appreciation of cultural diversity within the classroom or school. • Learn the opinions of others about a classroom issue and compare and contrast opinions of classmates.