

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 |
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| 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 | | |
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| Cross Cutting: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. |

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| <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. |