

Grade 1 Social Studies

History

Using primary and secondary sources, compare life today with life in the past, tell a narrative and draw possible conclusions about family/school life.

- Use primary sources (includes photographs, diaries, and artifacts) and secondary sources (includes stories, trade books, and videos) to compare and draw possible conclusions about family/school life in the past and present.
- Demonstrate chronological thinking (past, present, future) by using calendar skills, identifying important people and events associated with national holidays, and retelling stories.

Geography

Apply the five geographic themes to understand significant places in the school environment.

- Construct simple maps and use personal directions to distinguish between absolute and relative location in the classroom.
- Distinguish between physical and human characteristics of places within school regions, and describe ways in which they can be modified and adapted to the environment (human/environmental interaction).
- Using maps and globes, understand how mapmakers distinguish between landmasses and bodies of water.
- Understand how human activities help shape the Earth's surface by using components of culture (foods, language, religion, and traditions) to describe diversity in family life.

Civics and Government

Use values and principles of American democracy to give examples of the use of power with authority in school, identify reasons for rules in school, and how conflicts might be resolved in fair and just ways.

- Students will give examples of the use of power with authority in school; identify reasons for rules in school, and how they can limit power without authority.
- Describe some responsibilities that people have at home or school, explain how people act as good citizens, and explain how conflicts might be resolved in fair and just ways.
- Identify important symbols of the United States of America (Statue of Liberty, Uncle Sam, White House, Bald Eagle).

Economics

Use economic principles to distinguish between producers and consumers, wants and needs (scarcity and choice), and goods and services, as well as describe reasons why people trade.

- Students will begin to distinguish between producers and consumers, wants and needs (scarcity, choice), and goods and services.
- Describe how people earn money, how money simplifies trade, and give reasons why people voluntarily trade.

Public Discourse, Decision Making, and Citizen Involvement

Identify a public issue in the school community; express a position and develop an action plan to inform others about a public issue.

- Identify and investigate a school issue that influences the lives in the school community, using graphic data to form an opinion.
- Identify alternative solutions, develop a plan, and participate in a project to help or inform others.