

# Social Studies Curriculum

## Grade 1: My Family and Other Families, Now and Long Ago

### *Individual Development and Cultural Identity*

#### **1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.**

##### **Key Ideas**

- Families are a basic unit of all societies.
- People of diverse groups share beliefs, customs, and traditions, which create a multicultural community.
- Awareness of America's diversity fosters multicultural understanding.

##### **Social Studies Practices**

- ✓ A.1 Develop questions about his/her family.
- ✓ A.2 Recognize different forms of evidence used to make meaning in social studies (Sources such as art, photographs, artifacts, oral histories, maps, and graphs)
- ✓ A.3 Identify the creator and/or author of different forms of evidence.
- ✓ A.4 Identify opinions of others.
- ✓ A.5 Create an understanding of the past by using primary and secondary sources.
- ✓ B.1 Retell a real-life family event in sequential order.
- ✓ B.3 Identify causes and effects, using examples from his/her family life.
- ✓ B.4 Identify change over time in his/her family.
- ✓ B.5 Identify events of the past, present, and future in his/her family life.
- ✓ B.6 Recognize and identify patterns of continuity in his/her family.
- ✓ C.1 Identify similarities and differences between neighborhoods.
- ✓ C.2 Identify similarities and/or differences between him/her and others, with detail.
- ✓ C.3 Describe an event in his/her family.
- ✓ C.4 Understand the concepts of geography, economics, and history that apply to his/her family.
- ✓ E.1 Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.
- ✓ F.1 Demonstrate respect and rights of others in discussions regardless of whether one agrees with the other viewpoints.

**CCLS RI 1,2,3,4,5,6,7,8,9,10 W 2,3,5,6,8 SL 1,2,3,4,5,6**

**1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.**

**Key Ideas**

- study of historical events, figures, folklore to help Americans feel connected to common heritage
- The Pledge of Allegiance and patriotic songs play important role in American history.

**Social Studies Practices**

- ✓ A.2 Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs)
- ✓ B.2 Understand the concept of time measurements, including days, weeks, months, and years.
- ✓ C.4 Understand the concepts of geography, economics, and history that apply to his/her family.
- ✓ F.7 Identify the president of the United States and the school principal and their leadership responsibilities.

**CCLS RI 1,2,3,4,5,6,7,8,9,10 W 2,3,5,6,8, SL 1,2,3,4,5,6**

*Civic Ideals and Practices*

**1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.**

**Key Ideas**

- Active citizens participate in activities of a group/community to make positive contributions.
- traits of a responsible citizen: respecting others, behaving honestly, helping others, obeying rules/laws, being informed, sharing needed resources
- Global citizens are connected to people/cultures beyond our own.

**Social Studies Practices**

- ✓ F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ F.4 Identify the role of the individual in classroom and school participation.

- ✓ F.5 Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
- ✓ F.6 Identify situations in which social actions are required.
- ✓ F.7 Identify the president of the United States and the school principal and their leadership responsibilities.
- ✓ F.8 Identify rights and responsibilities within the classroom and school.

**CCLS RI 1,3 W 5,8 SL ,12,3,4,5,6**

**1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.**

**Key Ideas**

- Rules/laws are developed to protect rights/safety of community.
- Government exists at local/state/national levels to represent needs of people, create/enforce laws, and resolve conflicts.
- Children can problem solve, make decisions, and resolve conflicts.

**Social Studies Practices**

- ✓ F.1 Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
- ✓ F.2 Participate in activities that focus on a classroom or school issue or problem.
- ✓ F.3 Identify different political systems.
- ✓ F.4 Identify the role of the individual in classroom and school participation.
- ✓ F.5 Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
- ✓ F.6 Identify situations in which social actions are required.
- ✓ F.7 Identify the president of the United States and the school principal and their leadership responsibilities.
- ✓ F.8 Identify rights and responsibilities within the classroom and school.

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## *Geography, Humans, and the Environment*

### **1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.**

#### **Key Ideas**

- Maps/map tools (legends, etc.) help navigate, give directions, and trace routes.
- Maps help locate important places (capitals, monuments, etc.).
- symbols to represent physical features/man-made structures on maps/globes

#### **Social Studies Practices**

D.1 Ask Geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.

**CCLS RI 1,5,6,7,10 W 2,5,7,8, SL 1,2,3,4,5,6**

### **1.6 People and communities depend on and modify their physical environment in order to meet basic needs.**

#### **Key Ideas**

- People/communities depend on the physical environment for resources.
- roads, dams, bridges, etc. as examples of how people modify physical environment
- People interact with the physical environment with both positive and negative effects.

#### **Social Studies Practices**

- ✓ C.1 Identify similarities and differences between neighborhoods.
- ✓ C.4 Understand concepts of geography, economics, and history that apply to his/her family.
- ✓ D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.
- ✓ D.2 Identify human activities and human-made features; identify natural events or physical features.
- ✓ D.3 Describe how environment affects his/her and other people's activities.
- ✓ D.4 Identify a pattern and a process.
- ✓ D.5 Describe how human activities alter places.

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## *Time, Continuity, and Change*

**1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)**

### **Key Ideas**

- Personal/family history is a source of information about people/places around them.
- Families change over time, Family growth/change can be documented.
- Families of the past have similarities/differences with families today.
- Sequence and chronology can be identified in days, weeks, months, years, and seasons in regard to family events.

### **Social Studies Practices**

- ✓ A.1 Develop questions about his/her family.
- ✓ A.2 Recognize different forms of evidence used to make meaning in social studies (Sources such as art, photographs, artifacts, oral histories, maps, and graphs)
- ✓ A.4 Identify opinions of others.
- ✓ A.5 Create an understanding of the past by using primary and secondary sources.
- ✓ B.1 Retell a real-life family event in sequential order.
- ✓ B.2 Understand the concept of time measurements including days, weeks, months, and years.
- ✓ B.3 Identify causes and effects, using examples from his/her family life.
- ✓ B.4 Identify change over time in his/her family.
- ✓ B.5 Identify events of the past, present, and future in his/her family life.
- ✓ B.6 Recognize and identify patterns of continuity in his/her family.
- ✓ C.2 Identify similarities and/or differences between him/her and others, with detail.
- ✓ C.3 Describe an event in his/her family.
- ✓ C.4 Understand the concepts of geography, economics, and history that apply to his/her family.

**CCLS RI 1,2,3,4,5,6,7,8,10 W 1,2,3,5,6,8 SL 1,2,3,4,5,6**

## **1.8 Historical sources reveal information about how life in the past differs from the present.**

### **Key Ideas**

- Historical sources inform people about life in the past (newspapers, letters, maps, etc.).
- Oral histories, biographies, and family time lines relate family histories.

### **Social Studies Practices**

- ✓ A.2 Recognize different forms of evidence used to make meaning in social studies (Sources such as art, photographs, artifacts, oral histories, maps, and graphs)
- ✓ A.3 Identify the creator and/or author of different forms of evidence.
- ✓ A.5 Create an understanding of the past by using primary and secondary sources.
- ✓ B.1 Retell a real-life family event in sequential order.
- ✓ B.3 Identify causes and effects, using examples from his/her family life.
- ✓ B.4 Identify change over time in his/her family.
- ✓ B.5 Identify events of the past, present, and future in his/her family life.
- ✓ B.6 Recognize and identify patterns of continuity in his/her family.
- ✓ C.3 Describe an event in his/her family.

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### *Economic Systems*

## **1.9 People have many economic wants and needs, but limited resources with which to obtain them.**

### **Key Ideas**

- Scarcity means people's wants exceed limited resources.
- Families/communities make choices due to unlimited needs/wants and scarce resources, which involve costs.
- People use tools and technologies to meet needs/wants.

### **Social Studies Practices**

- ✓ E.1 Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.

- ✓ E.2 Distinguish between a consumer and a producer and their relationship to goods and services.
- ✓ E.3 Explain how people earn money and other ways that people receive money.

**CCLS RI 1,2,3,4,5,6,7,8,9,10 W 2,5,6,8 SL 1,2,3,4,5,6**

### **1.10 People make economic choices as producers and consumers of goods and services.**

#### **Key Ideas**

- Producers makes goods/provides service. A consumer uses/benefits from goods/services.
- People/families work to earn money and purchase goods/services.
- People make decisions about how to spend/save money earned.

#### **Social Studies Practices**

- ✓ B.3 Identify causes and effects, using examples from his/her family life.
- ✓ B.6 Recognize and identify patterns of continuity in his/her family.
- ✓ C.4. Understand the concepts of geography, economics, and history that apply to his/her family.
- ✓ E.1 Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.
- ✓ E.2 Distinguish between a consumer and a producer and their relationship to goods and services.
- ✓ E.3 Explain how people earn money and other ways that people receive money.

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