

SOCIAL STUDIES CURRICULUM – GRADE 1

ESSENTIAL QUESTIONS	CONTENT & CONCEPTS	SKILL	RESOURCES & TEXT ALIGNMENT	ASSESSMENT
<p>How do customs and traditions compare to those of other people, past and present?</p> <p>What are the different types of families?</p> <p>What makes each of you a unique and contributing member to our community?</p> <p>What does “identity” mean?</p> <p>How do our customs and traditions compare to those of other people, past and present?</p> <p>How might geographic features of an area affect the lives of the people who live there?</p> <p>What are the parts of a map and how do they help us read it?</p> <p>How can we use a map or globe to locate where we live?</p> <p>How are goods and services exchanged in communities?</p>	<p><i>Identity</i> My Family and Other Families <i>Culture</i> <i>Interdependence</i> <i>Change</i> <i>Culture</i></p> <p><i>Places and Regions</i> Community and Regional Places</p> <p><i>Human systems</i></p> <p><i>Scarcity</i> Meeting Needs/Wants <i>Needs and wants</i></p> <p><i>Technology</i></p>	<ul style="list-style-type: none"> • Identify members of a nuclear family and extended family • Know that communities and neighborhoods are made up of many families • Explain that families share elements of their cultures • Explain that families have a past and change over time • Recognize that family history is relayed through folk tales, biographies, oral history and legends • Compare and contrast family traits: language ethnicity, talents, traditions • Recognize interdependence among family members • Recognize that our community has boundaries • Discuss events, people, problems, and ideas that contribute to our community <ul style="list-style-type: none"> • Identify north, south, east, west on a globe and map of the world with and without a compass • Identify physical features such as oceans, rivers, lakes and mountains on a map of the U.S. and world • Locate and interpret symbols on a map <ul style="list-style-type: none"> • Recognize how the environment can be modified to meet basic needs • Recognize that scarcity means people’s wants exceed their limited resources • Recognize that people earn money through work to purchase goods/services to satisfy needs/wants • Recognize that people make decisions about how to use their resources • State examples of services in the community and people who provide them • Explain how goods and services are exchanged between communities • Identify tools and/or technologies used by providers of community services 	<p>Social Studies trade books: http://downloads.ncss.org/notable/notable2007.pdf</p> <p>World maps and puzzles</p> <p>Learning Centers</p> <p>Field trips to historical places within the community</p> <p>Flag day celebration</p> <p>Classroom speakers: law makers, service providers, Boy/Girl Scout leaders</p> <p>http://www.pbs.org/teachers/socialstudies/</p> <p>http://www.ncss.org/classroom/</p>	<p>Student orally explains relationships using family photos</p> <p>After interviewing family members, explain the ways they all depend upon each other.</p> <p>Identify a problem in your neighborhood or school community and present a possible solution.</p> <p>Make a map of your route to school. Use symbols to represent sights.</p> <p>Match directional/ physical feature symbol with teacher’s spoken word.</p> <p>Illustrate community event or place and write about its significance.</p> <p>Student chooses a community provider and explains their job responsibilities including dress and tools</p>

<p>What is citizenship?</p> <p>How can problems be solved using conflict resolution strategies?</p> <p>Why do we have rules in our community?</p> <p>What is the importance of the American Flag?</p>	<p><i>Citizenship and civic life</i> Citizenship</p> <p><i>Government</i></p> <p><i>Decision making</i></p>	<ul style="list-style-type: none"> • Know about display and respect for the American flag • Describe the term loyalty and relate it to citizenship • Identify the purpose of government i.e. to develop rules and laws to govern and protect citizens • Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security • Participate in decision-making and problem-solving • Define terms related to government: government, power, citizenship, nation-state and justice • Identify acceptable behaviors and those that are not acceptable 		
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In grade one the social studies program focuses on helping students learn about their roles as a member of a family and the school community. The development of identity and social interaction are stressed. Students learn about families now and long ago, studying about different kinds of families that existed in different societies and communities. They begin to locate places on maps and understand that maps serve as representations of physical features and objects.

General Skills:

- Identify a problem
- Suggest ways to resolve a problem
- Listen to others point of view
- Evaluate consequences of different actions