

Course Name: Grade 1 Social Studies

Course Description:

Learning how to be a member of a community that works together for a common purpose is one of the key goals of elementary social studies. As students learn to participate in the classroom community by solving problems and making decisions together, they learn key concepts and skills that will be necessary for participating in larger civic communities such as their town, state and nation. In first grade, students learn to find similarities and differences among themselves and others as a way to make connections with other and begin to understand how diversity makes a community stronger. Students explore core ideas from the various social sciences including civics, history, economics and geography so that they can develop perspectives, knowledge and skills to apply to various situations and contexts they experience in their lives. The units of study in first grade include Our Classroom Community, Families and Traditions, People Can Make a Difference, Maps and Globes, Being an American and Making Economic Choices.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Engage in discussions with others by sharing ideas and opinions, listening to others, asking questions and making connections. (6.1.2.CivicsPD.1)
2. Follow a process for working together with others to solve problems and make decisions that promote the common good. (6.1.2.CivicsPD.2, 6.1.2.CivicsPI.5, 6.1.2.CivicsCM.2, 6.1.2.CivicsPI.4)
3. Recognize and appreciate the diversity that exists within their classroom and community. (6.1.2.CivicsCM.3)
4. Identify the reason why people in authority (e.g. teachers, principals) would establish rules and analyze how those rules help the community. (6.1.2.CivicsPR.1, 6.1.2.CivicsPR.2, 6.1.2.CivicsPR.3, 6.1.2.CivicsPR.4)
5. Distinguish between fair/unfair and just/unjust rules and actions (including stereotypes) in order to identify the ways that people can make communities places where everyone is respected and accepted. (6.1.2.HistoryUP.3, 6.1.2.CivicsCM.3)
6. Describe the ways that actions of individuals and groups, in the past and present, affected their communities. (6.1.2.CivicsPR.4, 6.1.2.CivicsDP.2)

7. Use multiple sources such as texts, images, and timelines to explain how individuals, families and communities change over time. (6.1.2.HistoryUP.1, 6.1.2.HistoryCC.1, 6.1.2.History CC.3, 6.1.2.HistoryUP.1, 6.1.2.HistoryCA.1)
8. Recognize that people who experience the same event may have different perspectives or experiences of that event. (6.1.2.HistoryUP.1, 6.1.2.HistorySE.2)
9. Describe the characteristics of a family and compare and contrast others' families to their own. (6.1.2.CivicsCM.3, 6.1.2.CivicsCM.2)
10. Identify family traditions and recognize the ways that family traditions can be similar and different from one another. (6.1.2.CivicsCM.3, 6.1.2.HistoryUP.2)
11. Describe the differences between maps and globes and the information they provide.
12. Explain how maps can be used to help us find places and understand the physical world. (6.1.2.Geo.SV.1, 6.1.2.Geo.SV.3)
13. Recognize how symbols, monuments, holidays and stories reflect what American communities value, including equality and freedom. (6.1.2.CivicsDP.1, 6.1.2.CivicsDP.3, 6.1.2.HistorySE.1)
14. Make economic decisions that begin to consider the difference between needs and wants, the choices people make when resources are scarce, and the reasons why people would choose to save money. (6.1.2.EconET.1, 6.1.2.EconET.2, 6.1.2.EconET.4)

Assessments:

1. Teacher observation
2. Individual and group work
3. Classroom discussion
4. Open-ended responses

Board Adopted Materials: