

# Social Studies Curriculum

## First Grade

### A. History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to the country.

#### 1. History: Comparing Past and Present

The students will:

- Compare the daily life of individuals in the community with the life in the past.
- Identify changes in the community over time.
- Describe local people whose actions showed courage, honesty, and responsibility.
- Use narratives, oral histories, folklore, video images, and biographies to share information.
- Use the library and other resources to find information that answers questions about history.
- Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.

#### 2. History: Chronology and Analysis

The students will:

- Measure time using clocks and calendars.
- Order events sequentially on a timeline.
- Order and sequence events important to them, their families, their school, their community, and their country.
- Distinguish between fact and opinion.

#### 3. History: National Symbols

The students will:

- Discuss the origins and significance of American songs, symbols, people, and events associated with national celebrations and holidays.

### B. Civics and Government

Students will explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of resources to learn about the functions of government and roles of citizens.

#### 1. Civics and Government: Citizenship and Civic Responsibility

The students will:

- Provide examples of good citizenship in the school and community
- Identify rights that people have and identify the responsibilities that accompany these rights.
- Describe ways that individual actions can contribute to the common good of the community.
- Practice citizenship skills through participation in group activities.
- Identify rights and responsibilities of citizens.
- Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.
- Give examples of rules and laws in the school and community.
- Explain why rules and laws exist and describe the benefits of having rules and laws.
- Understand that voting is the citizen's method of decision-making.

### C. Geography

Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

#### 1. Geography: Maps and Globes

The students will:

- Identify and map human and physical features of the school and neighborhood.
- Identify and describe the relative locations of places in the school setting.
- Understand the use of cardinal directions.
- Identify continents, oceans, cities, and roads on maps and globes.

#### 2. Geography: Human and Physical Systems

The students will:

- Compare cultural similarities and differences found in the local community.
- Give examples of natural resources found locally.
- Describe how people use natural resources and how they interact with their environment.
- Describe and identify natural, man-made, and human resources.

#### 3. Geography: Environment and Seasonal Changes

The students will:

- Observe and record daily and seasonal weather.
- Explain the effect of seasonal changes on plants, animals, and people.
- Explain how these changes influence activities in the school and the community.

## D. Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

### 1. Economics: Goods and Services

The students will:

- Identify and compare goods, services, and jobs in the school and community.
- Explain how and why people exchange goods and services.
- Explain the difference between needs and wants.
- Compare and contrast different jobs people do to earn income.
- Describe how people in the school and community are both producers and consumers.