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## Social Studies: Grade 1

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### A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for the rights and opinions of others. Students develop an understanding of individual responsibility and fair play. Geographic and economic aspects of life in their own neighborhoods are examined and students compare them to those of people long ago. They explore the varied background of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

#### **Social Studies Content Standards (SS):**

Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student's achievement of each standard.

<b>Standard:</b>	<b>1SS1:</b>	<b><i>Civics and Government</i></b> <b>Students describe and demonstrate the rights and individual responsibilities of citizenship.</b>
<b>Components:</b>	<b>1SS1.a:</b>	Describe the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
	<b>1SS1.b:</b>	Demonstrate the elements of fair play and respect for the rights of others, and respect for rules.
	<b>1SS1.c:</b>	Recite the Pledge of Allegiance and discuss its meaning.
	<b>1SS1.d:</b>	Sing songs that express American ideals.
	<b>1SS1.e:</b>	Describe the significance of our national celebrations and the heroism and achievement of the people associated with them.
	<b>1SS1.f:</b>	Identify American symbols and landmarks.
<b>Standard:</b>	<b>1SS2:</b>	<b><i>Geography</i></b> <b>Students compare and contrast locations of people, places and environments, and describe their characteristics.</b>
<b>Components:</b>	<b>1SS2.a:</b>	Locate on maps and globes the local community, state or host country, the United States, the seven continents, and four oceans.
	<b>1SS2.b:</b>	Compare the information found on a three-dimensional map with that of a picture of the same area.
	<b>1SS2.c:</b>	Construct a simple map, using cardinal directions and map symbols.
	<b>1SS2.d:</b>	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
	<b>1SS2.e:</b>	Describe the physical landscape of the neighborhood today as compared

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with long ago.

**Standard:**     **1SS3:**     ***History***  
**Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.**

**Components:**   **1SS3.a:**   Examine the structure of schools and communities in the past and present and describe how they have changed or stayed the same.

**1SS3.b:**   Describe how transportation methods of today and earlier days have changed or stayed the same.

**1SS3.c:**   Discuss the similarities and differences of earlier generations in such areas as work (inside and outside the home) dress, manners, stories, games, and celebrations, drawing from biographies, oral histories, and folklore.

**Standard:**     **1SS4:**     ***Individuals, Culture and Society***  
**Students explore and describe similarities and differences in the ways groups, societies and cultures address similar needs and concerns**

**Components:**   **1SS4.a:**   Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.

**1SS4.b:**   Explain the ways in which American Indians and immigrants have helped define American culture.

**Standard:**     **1SS5:**     ***Economics***  
**Students understand basic economic concepts and the role of individual choice in a free-market economy.**

**Components:**   **1SS5.a:**   Demonstrate an understanding of the concept of exchange by describing the use of money to purchase goods and service and compare them to the barter system of long ago.

**1SS5.b:**   Identify the specialized work that people do to manufacture, transport, and market goods and services, and the contribution of those who work at home.

**1SS15.c:**   Identify the difference between needs and wants.

### **Social Studies Skills (SSK):**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grade one. They are to be assessed *only in conjunction with* these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills:

**Skills:**           **1SSK1:**           Identify and explain symbols.

**1SSK2:**           Participate in groups.

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<b>Skills:</b>	<b>1SSK3:</b>	Follow oral and written directions.
	<b>1SSK4:</b>	Differentiate between points of view held by self and others.
	<b>1SSK5:</b>	Identify and use cardinal directions.
	<b>1SSK6:</b>	Locate areas on a map and globe.
	<b>1SSK7:</b>	Differentiate color symbols on maps and globes.
	<b>1SSK8:</b>	Collect, organize, and record information.
	<b>1SSK9:</b>	Sequence events in chronological order using timelines.
	<b>1SSK10:</b>	Use technology to gather information and communicate learning.
	<b>1SSK11:</b>	Use and explain simple charts.
	<b>1SSK12:</b>	Use information from print and non-print sources.
	<b>1SSK13:</b>	Draw conclusions and make generalizations.
	<b>1SSK14:</b>	Make decisions based on information.
	<b>1SSK15:</b>	Sequence events in chronological order.