

## Grade One - Families

The standards for first grade focus on the concept of family. Instruction centers on the interdependence within various family structures. Students learn vocabulary associated with time, seasons of the year, cultural celebrations, and the family unit. Students use maps to locate familiar places and geographic features. Citizenship education emphasizes the roles and responsibilities within the family as part of a community. Students build timelines, identify symbols, and learn basic concepts of economy.

### Skills:

- Use picture cues and picture captions to aid comprehension
- Locate places on a map and globe
- Make decisions based on data
- Demonstrate responsibility for one's actions
- Arrange related events in chronological order
- Participate in problem solving simulations using technology

### S1 Citizenship:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Recognize symbols and leaders of the United States.
- b. Practice good citizenship.
- c. Relate self and the family as part of a community.

### SS2 Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. Define and use vocabulary appropriate to family structure.
- b. Recognize roles of family members and important people.
- c. Compare various types of shelter, food, and clothing
- d. Compare and contrast roles, customs, and activities of families.
- e. Use personal examples to identify shelter, food, and clothing and the need to belong.
- f. Describe customs of specific holidays.

### SS3 Time, Continuity, and Change:

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

- a. Trace family information over time.
- b. Compare how people of long ago and people today meet similar needs.
- c. Distinguish among past, present, and future.
- d. Compare/contrast the seasons of the year Identify personal information about oneself.

**SS4 Space and Place:**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Use a map to locate and describe familiar places in home, classroom, school, and community.
- b. Identify directions (e.g., east, south, north, west).
- c. Distinguish between land and water masses on a globe.
- d. Explain patterns of movement (e.g., classroom home/school, travel, etc.).

**SS5 Individual Development and Identity:**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Recognize and describe various kinds of emotions.
- b. Demonstrate personal responsibilities.
- c. Show respect and concern for rights of others.
- d. Recognize the value of community and the need to belong

**SS6 Individuals, Groups, and Institutions:**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Describe how a community depends upon its helpers.
- b. Participate on walks and trips to places in the community and relate experiences.

**SS7 Production, Distribution and Consumption:**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Discuss the importance of sharing resources.
- b. Describe how we depend on workers with specialized skills and how this results in exchange of goods and services.
- c. Describe the concept of earning, saving, and spending money.
- d. Distinguish between wants and needs.

**SS8 Power, Authority, and Governance:**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Justify the need for rules and appropriate standards of behavior.
- b. Describe the consequences of breaking rules.
- c. Explain how voting is a way to make a decision.

**SS9 Science, Technology, and Society:**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. List examples of pollution.
- b. Recycle, reuse, reduce.

- c. Describe how our physical environment influences a family's food, clothing, and shelter.
- d. Relate how the technological advances of communication and transportation affect society.
- e. Interpret information from pictures, graphics, media.

**SS10 Global Connections:**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Develop and use skills to communicate with individuals and groups.
- b. Define basic social concepts of cooperation, conflicts, and competition in a global society.