



**VALWOOD**

*GO BEYOND*

**First Grade Social Studies Curriculum**

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## 1<sup>st</sup> Grade Overview

Course Description		Topics at a Glance
<p>In first grade, students identify national symbols and examples of historical and current leadership. The context for investigation about community is reflected in the inquiry cycle: discover differences, gain insight to unique cultural characteristics, identify attributes of effective teams and leadership, and examine the use and management of natural resources, using tools to develop special understanding of their world.</p>		<ul style="list-style-type: none"> <li>History: Beginning of the United States</li> <li>Government: Rules and Laws</li> <li>Geography: Maps and Globes</li> <li>Historical Leaders</li> <li>History: National Symbols</li> <li>History: Holidays</li> <li>Economics: Jobs, Goods &amp; Services</li> <li>Geography: Natural Resources</li> </ul>
Assessments		Notes for 1 <sup>st</sup> Grade
<ul style="list-style-type: none"> <li>Pre-assessments</li> <li>Checks for understanding</li> <li>Observations/Anecdotal records</li> <li>Student questions/comments</li> <li>Personal reflections/self assessments</li> <li>Teacher questions and prompts</li> <li>Performance tasks (planning, in-progress, final assignments)</li> </ul>		<ol style="list-style-type: none"> <li>1. Social Studies provide an opportunity to celebrate and explore the diversity of language, culture, ability, family structures, class, ethnicity, and gender. Every opportunity should be made to infuse the uniqueness of individuals, families, communities and regions. Critical thinking skills are inherent when exploring, describing, and comparing and contrasting people then and now</li> <li>2. First grade focuses on community to connect students to cultural diversity, job roles, natural resources and goods/services.</li> <li>3. Students also focus on leadership (historical, current, personal) and team participation. Part of this includes the study of national symbols and those things that groups identify with and promote as representations of their community.</li> </ol>
Grade Level Expectations		
Standard	Big Ideas for First Grade (Grade Level Expectations)	
<b>1. History</b>	<ol style="list-style-type: none"> <li>1. Describe patterns and chronological order of events of the recent past</li> <li>2. Family and cultural traditions in the US in the past</li> </ol>	
<b>2. Geography</b>	<ol style="list-style-type: none"> <li>1. Geographic tools such as maps and globes to represent places</li> <li>2. People in different groups and communities interact with each other and the environment</li> </ol>	
<b>3. Economics</b>	<ol style="list-style-type: none"> <li>1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income</li> </ol>	
<b>4. Civics</b>	<ol style="list-style-type: none"> <li>1. Effective groups have responsible leaders and team members</li> <li>2. Notable people, places, holidays and patriotic symbols</li> </ol>	

## 1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21<sup>st</sup> century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the History standards are:**

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

<b>Content Area: Social Studies – First Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Develop an understanding of how people view, construct, and interpret history	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Describe patterns and chronological order of events of the recent past	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Arrange life events in chronological order</li> <li>b. Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events</li> <li>c. Identify past events using a calendar</li> <li>d. Use words related to time, sequence, and change</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why is it important to know the order of events?</li> <li>2. How are current patterns similar to and different from those experienced by people who lived in a community in the past?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Events are recorded in sequential order to increase understanding, see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people or solve crimes.</li> <li>2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Historical thinkers understand the importance of comparing and contrasting in identifying patterns and trends.</li> <li>2. Historical thinkers use chronology to sequence events.</li> </ol>

<b>Content Area: Social Studies – First Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Analyze key historical periods and patterns of change over time within and across nations and cultures	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Family and cultural traditions in the United States in the past	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Identify similarities and differences between themselves and others</li> <li>Discuss common and unique characteristics of different cultures using multiple sources of information, literature, technology, informational texts, artifacts &amp; multi-media. *Country studies useful for these outcomes</li> <li>Identify famous Americans from the past who have shown courageous leadership</li> <li>Identify and explain the meaning of American national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House</li> <li>Defines different Family Structures; families have different sizes and makeup, cultural and historical similarities and differences exist in families</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>What are national symbols and their relationship to traditions in the United States?</li> <li>What are family and cultural traditions and how have they changed over time?</li> <li>How have individuals made a difference in their community?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>The understanding of family and cultural traditions informs decisions and creates knowledge that is used throughout life. For example, Uncle Sam is used by political cartoonists to represent the United States.</li> <li>Knowledge of cultural traditions of various groups helps to gain insight, have new experiences, and collaboratively interact with society. For example, bowing is a sign of respect that American businesspersons would use when working in Japan.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>Historical thinkers understand the importance of comparing and contrasting in identifying patterns and trends.</li> <li>Historical thinkers use chronology to sequence events.</li> </ol>

## 2. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Geography standard are:**

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

<b>Content Area: Social Studies – First Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Develop spatial understanding, perspectives, and personal connections to the world	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Geographic tools such as maps and globes represent places	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Explain that maps and globes are different representations of Earth</li> <li>Use terms related to directions - forward and backward, left and right – and distance – near and far – when describing locations</li> <li>Recite address including city, state, and country and explain how those labels help find places on a map</li> <li>Distinguish between land and water on a map or globe</li> <li>Create simple maps showing both human and natural features</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How would an individual describe how to get somewhere without an address?</li> <li>What if we had no geographic tools?</li> <li>How could a flat map truly represent a round globe?</li> <li>Why do people not carry globes to help find their way?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>People use geographic terms, tools, and technology in work and play to describe and find places. For example, pilots use maps to make flight plans, hikers use compasses to determine directions, and vacationers use maps to find unfamiliar places.</li> <li>Individuals create and memorize addresses to help locate places. For example, knowing an address is necessary for an ambulance to find it or for an individual to receive mail.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>Spatial thinkers use geographic tools to study and represent places.</li> </ol>

<b>Content Area: Social Studies – First Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Examine places and regions and the connections among them	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. People in different groups and communities interact with each other and with the environment	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Identify examples of boundaries that affect family and friends</li> <li>Give examples of how people use and interrelate with Earth’s resources</li> <li>Identify how community activities differ due to physical and cultural characteristics</li> <li>Give examples of how schools and neighborhoods in different places are alike and different</li> <li>Identify cultural and family traditions and their connections to other groups and the environment</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How are places like communities similar to and different from where you live?</li> <li>How do people celebrate traditions?</li> <li>What celebration or tradition would you create?</li> <li>How do people use resources in the local community?</li> <li>How do individuals in the community use the environment?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Maps change over time.</li> <li>People from various cultures are both similar and different and these differences are reflected in clothing, language, culture influencing social interactions.</li> <li>Boundaries and the need for boundaries affect everyday life. For example, boundary lines determine who owns a piece of property.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>Spatial thinkers study resources, their availability, and use as a key to understanding human interactions with their environment and each other.</li> <li>Spatial thinkers study human and environmental interactions and consequences of those interactions.</li> </ol>



### 3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Economics Standard are:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

<b>Content Area: Social Studies – First Grade</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Give examples of different types of business and the goods and services they produce for the community</li> <li>b. Give examples of types of jobs people in your family have</li> <li>c. Recognize that people have a choice about what kinds of jobs they do</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What kinds of jobs do people that you know perform?</li> <li>2. Where do they go to do those jobs?</li> <li>3. Why do people choose different jobs?</li> <li>4. What do workers receive for their work?</li> <li>5. What types of businesses are in the community?</li> <li>6. What is the difference between income and money?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Different forms of technology are used to perform jobs such as scanners for the market checkers, GIS for geographers, machines for industrial work, and computers in offices.</li> <li>2. Individuals make decisions about careers or jobs based on factors such as education, skills, and interests.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Economic thinkers investigate the influence of different jobs and businesses in their community.</li> <li>2. Economic thinkers study the choices about what kinds of jobs people perform.</li> </ol>

#### **4. Civics**

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Civics standard are:**

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

<b>Content Area: Social Studies – First Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze and practice rights, roles, and responsibilities of citizens	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Effective groups have responsible leaders and team members	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Describe the characteristics of responsible leaders</li> <li>Identify the attributes of a responsible team member</li> <li>Demonstrate the ability to be both a leader and team member</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How do you know if you are a responsible team member?</li> <li>How do you know if you are a responsible leader?</li> <li>What qualities make a responsible leader and can they change?</li> <li>How do you know when you are working with an effective team?</li> <li>How do people take care of the environment in different places?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Groups work as a team toward a collective goal that honors the views of its members. For example, a family decides to save money toward a vacation or a student cleans the house to help the family.</li> <li>Good leadership skills involve being able to plan, collaborate, investigate, listen, and problem solve. For example, teachers listen to the needs of students when trying to make a decision about what is best for the class and a student is able to help mediate a conflict between two friends.</li> <li>Responsible community members minimize the negative impacts of extracting resources from the natural environment.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>Responsible community members know how to be a good leader and good team member.</li> </ol>

<b>Content Area: Social Studies – First Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Notable people, places, holidays and patriotic symbols	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Give examples of notable leaders of different communities leaders to include but not limited to the president, mayor, governor, and law enforcement</li> <li>Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem</li> <li>Identify significant places. Places to include but not limited to the Statue of Liberty, Capitol, White House, and important community sites</li> <li>Identify significant civic holidays</li> <li>Identify the American flag and the Colorado flag</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>Why do we have national, community, and local celebrations and holidays?</li> <li>Who are important people in the development of our country?</li> <li>How are new national symbols, songs, or holidays created?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation. For example, the Pledge of Allegiance is said on various occasions, individuals may salute the flag of their country, and patriotic songs are sung at sporting events and July 4<sup>th</sup> parades celebrate our nation’s independence.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>Responsible community members understand the responsibilities of being a member of a community.</li> <li>Responsible community members see communities as multi-dimensional entities.</li> <li>Responsible community members investigate responsibility as a central part of group membership.</li> </ol>