

# First Grade Social Studies Parent Copy



## HISTORY:

- The student will demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- The student will use a calendar to distinguish between days, weeks, and months.
- The student will investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- The student will retell in sequence important ideas and details from stories about families or schools.
- The student will use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past
- The student will compare life today with life in the past using the criteria of family, school, jobs, or communication.
- The student will identify the events or people celebrated during United States national holidays and why we celebrate them(e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day)

## GEOGRAPHY:

- The student will construct simple maps of the classroom to demonstrate aerial perspective.
- The student will give examples of places that have absolute locations (e.g., home address, school address).
- The student will use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- The student will distinguish between landmasses and bodies of water using maps and globes.
- The student will distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- The student will describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, and restroom).
- The student will use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
- The student will describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

## CIVICS:

- The student will identify some reasons for rules in school (e.g. provide order, predictability, and safety).
- The student will give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- The student will give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
- The student will explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules)
- The student will identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
- The student will describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- The student will identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting volunteering, compassion, courage, honesty).

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## **ECONOMICS:**

- The student will distinguish between producers and consumers of goods and services.
- The student will describe ways in which families consume goods and services.
- The student will give examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- The student will describe reasons why people voluntarily trade.
- The student will describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- The student will describe how money simplifies trade.

## **PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT:**

- The student will identify a public issue in the school community.
- The student will use graphic data to analyze information about a public issue in the school community.
- The student will identify alternative resolutions to a public issue in the school community.
- The student will express a position on a public policy issue in the school community and justify the position with a reasoned argument.
- The student will develop and implement an action plan to address or inform others about a public issue.
- The student will participate in projects to help or inform others.