

Grade 1 Social Studies Curriculum Guide: Civics & Government (1)

<p>Big Understanding:</p> <ul style="list-style-type: none"> Governments have a purpose. Citizens have a role in government. The Structure of government affects lives of citizens. Structures of a government can change. 			
<p>Content Standards Students will understand: A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.</p>	<p>B. PUPOSE AND TYPES OF GOVERNMENT: Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.</p>	<p>C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS: Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.</p>	<p>D. INTERNATIONAL RELATIONS: Students will understand the political relationships among the United States and other nations.</p>
<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Identify and practice classroom rights and responsibilities. <p>RELATED THEME:</p> <ul style="list-style-type: none"> Me/My Home/My School and Community 	<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Understand that all nations have governments. <p>RELATED THEME:</p> <ul style="list-style-type: none"> Life in Another Country – A Different Point of View 	<p>Performance Indicators Student will be able to:</p> <p>Understand that the United States has a constitution.</p>	<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Recognize that there are other nations with different traditions and practices. <p>RELATED THEME:</p> <ul style="list-style-type: none"> Life in Another Country – A Different Point of View
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> How to participate in a classroom meeting, listening skills, conflict resolution skills 	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> All nations have leaders and laws 	<p>Knowledge/Skills</p>	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> All nations have different traditions and practices
<p>Assessment</p> <ul style="list-style-type: none"> Classroom Assessment 	<p>Assessment</p> <ul style="list-style-type: none"> Classroom Assessment 	<p>Assessment</p>	<p>Assessment</p> <ul style="list-style-type: none"> District Assessment
<p>Resources</p> <ul style="list-style-type: none"> <u>Conflict Resolution</u> <u>First Six Weeks</u> – Responsive Classroom <u>Teaching Children to Care</u> <u>Time for Kids/Weekly News</u> – Scholastic News/Weekly Reader <u>Houghton-Mifflin</u> “Big Books” <u>We Are Family at Home</u> <u>How to Be Citizens</u> 	<p>Resources</p> <ul style="list-style-type: none"> <u>Children Around the World</u> <u>Connecting to Literature</u> Social Studies Gr. 1/ Mailbox/Lifesaver Theme related literature and resources 	<p>Resources</p>	<p>Resources</p> <ul style="list-style-type: none"> <u>Children Around the World</u> <u>Connecting to Literature</u> Social Studies Gr. 1/ Mailbox/Lifesaver Theme related literature and resources
<p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> Involve children in decision-making re: rules of classroom Activity “Rule Making” (TE pg. 27a) (Scott Foresman) Activity “Our Rules” (TE pg. 27a) (Scott Foresman) Activity “Hands on the Job”(TE pg. 94a) (Scott Foresman) 	<p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> Hold mock election Activity – “Class Letter” and “Help Hints” (TE pg. 73a) (Scott Foresman) Activity – “It’s a Secret” (voting) (TE pg. 223a) (Scott Foresman) 	<p>Suggested Instructional Strategies</p>	<p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> Activity “Sing Out” (TE pg. 69a) [also explore folk tales from different countries] Activity “Compare and Contrast” (TE pg. 258)

Grade 1 Social Studies Curriculum Guide: History (1)

<p>Big Understanding:</p> <ul style="list-style-type: none"> Studying the past helps explain the present. (Then and Now) History is viewed through different perspectives. Relationships between people and events shape history. 		
<p>Content Standards Students will understand:</p> <p>A. CHRONOLOGY: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</p>	<p>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout the world history.</p>	<p>C. HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about perspectives of the authors and their credibility when interpreting current historical events.</p>
<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Place individual and family experiences in historical time and place Distinguish similarities and differences among historical events. <p>RELATED THEME:</p> <ul style="list-style-type: none"> Me/My Home /My School and Community Life in Another Country – A Different Point of View Traditions and Holidays with an International Emphasis 	<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world. <p>RELATED THEME:</p> <ul style="list-style-type: none"> Me/My Home /My School and Community Life in Another Country – A Different Point of View Traditions and Holidays with an International Emphasis 	<p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Use artifacts and documents to gather information about the past. <p>RELATED THEME:</p> <ul style="list-style-type: none"> Me/My Home /My School and Community Life in Another Country – A Different Point of View Traditions and Holidays with an International Emphasis
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> Students will explore their personal history 	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> All families, past and present, have similar daily life activities 	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> Compare the past and present as they relate to school, and family What are the different types of artifacts?
<p>Assessment</p> <ul style="list-style-type: none"> Classroom Project 	<p>Assessment</p> <ul style="list-style-type: none"> B1 integrated into History A1 for project B2 assessment should be part of DA for Civics D1 Gov 	<p>Assessment</p> <ul style="list-style-type: none"> Classroom Assessment
<p>Resources</p> <ul style="list-style-type: none"> Teaching Children to Care Weekly News Children Around the World Connecting to Literature Theme related literature and resources We Celebrate Who We Are We Care For All People 	<p>Resources</p> <ul style="list-style-type: none"> Conflict Resolution First Six Weeks – Responsive Classroom Teaching Children to Care Weekly News Children Around the World Connecting to Literature Theme related literature and resources 	<p>Resources</p> <ul style="list-style-type: none"> Conflict Resolution First Six Weeks – Responsive Classroom Teaching Children to Care Weekly News Children Around the World Connecting to Literature Theme related literature and resources Maps Globes
<p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> Make a personal timeline Establish a historical timeline in the classroom Activity “One if by Land, Two if My Sea” (TE pg. 207a)(Scott Foresman) 	<p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> Invite older person to talk to class about “How times have changed” Use historical fiction to compare people/ events from different eras Make homemade butter Visit historical sites Provide opportunities for students to experience other cultures (speakers, 	<p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> Gather historical artifacts and documents for classroom use Activity “North American Objects” (TE pg. 195a)from Scott Foresman

	field trips.) <ul style="list-style-type: none"> • Activity “Listen Up”(TE pg. 35a)(Scott Foresman) • Activity “Create Pictures Showing the World”(TE pg. 265a)(Scott Foresman) • Activity “Farm Contest”(TE pg. 169a)(Scott Foresman) • Activity “My Times”(TE pg. 242a)(Scott Foresman) 	
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Grade 1 Social Studies Curriculum Guide: Geography (1)

Big Understanding: <ul style="list-style-type: none"> • The use of geographic tools helps us understand people, places, and resources. • People affect world geography and vice versa. 	
A. SKILLS AND TOOLS: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.	B. HUMAN INTERACTION WITH ENVIRONMENTS: Students will understand and analyze the relationships among people and their physical environment.
<u>Performance Indicators</u> <ul style="list-style-type: none"> ♦ Use and construct maps and other visuals to describe geographic location, direction, size, and shape. 	<u>Performance Indicators</u> Student will be able to: <ul style="list-style-type: none"> ♦ Describe the human and physical characteristics of the immediate environment.
<u>Knowledge/Skills</u> <ul style="list-style-type: none"> ♦ Understand that a map is a drawing that shows where places are located ♦ Understand that maps contain symbols ♦ Introduce that Earth has different kinds of lands (mountains, hills, plains) and water (oceans, lakes and rivers). ♦ Understand how landforms and bodies of water are represented on map. 	<u>Knowledge/Skills</u> <ul style="list-style-type: none"> ♦ Describe the human and physical characteristics of your home neighborhoods
<u>Assessment</u> <ul style="list-style-type: none"> ♦ Classroom Assessment 	<u>Assessment</u> <ul style="list-style-type: none"> ♦ Related back to Language Arts (reflective writing)
<u>Resources</u> <ul style="list-style-type: none"> ♦ Maps ♦ Globes ♦ Variety of mapping resources ♦ We Discover Our World ♦ We work together as Neighbors 	<u>Resources</u> <ul style="list-style-type: none"> • Field Trips ♦ Thompson’s Apple Orchard ♦ Crystal Lake ♦ Chipman’s Farm
<u>Suggested Instructional Strategies</u> <ul style="list-style-type: none"> ♦ Provide a variety of maps for children t use (e.g., treasure maps, road maps, topographical maps, etc) ♦ Activity “Make a Map” (TE pg.55a) (Scott Foresman) ♦ Activity “Simon Says” (TE pg. 61a) (Scott Foresman) ♦ Activity “Make a State Puzzle”(TE pg. 75) (Scott Foresman) ♦ Activity “Placemat Maps”(TE pg. 123a) (Scott Foresman) ♦ Activity “Far Away Places”(TE pg. 207a) (Scott Foresman) 	<u>Suggested Instructional Strategies</u> <ul style="list-style-type: none"> ♦ Activity “Matching Pictures” (TE pg. 150a) (Scott Foresman)

Grade 1 Social Studies Curriculum Guide: Economics (1)

<p>Big Understanding:</p> <ul style="list-style-type: none"> All societies need an economic system to exist and can change over time. Economics affects individuals and society. Economic systems are influenced by technology, geography, history, culture and international relations. There are basic principles common to all economic systems. 			
<p>A. PERSONAL AND CONSUMER ECONOMICS: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.</p>	<p>B. ECONOMIC SYSTEMS OF THE UNITED STATES: Students will understand the economic system of the United States, including its principles, development, and institutions.</p>	<p>C. COMPARATIVE SYSTEMS: Students will analyze how different economic systems function and change over time.</p>	<p>D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE: Students will understand the patterns and results of international trade.</p>
<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> Identify goods and services, giving examples. 	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> Explain the terms consumer and product. 	<p><u>Performance Indicators</u></p>	<p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> Explain where products come from and how we use them.
<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Identify the goods/services we use in our home and at school Identify personal needs and wants 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Distinguish between producing and consuming Students will understand people who earn money must make choices about spending and saving 	<p><u>Knowledge/Skills</u></p>	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> We use products from around the world
<p><u>Assessment</u></p> <ul style="list-style-type: none"> Classroom Assessment 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Classroom Assessment 	<p><u>Assessment</u></p>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Classroom Assessment
<p><u>Resources</u></p> <ul style="list-style-type: none"> Thompson’s Apple Orchard Chipman’s Farm <u>We are Family at Home</u> (see Civics) 	<p><u>Resources</u></p>	<p><u>Resources</u></p>	<p><u>Resources</u></p>
<p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> Give students opportunities to observe the economy in action (e.g., field trips to a business). Use children’s literature that illustrates economic concepts (e.g., <u>Frederick the Mouse</u>, <u>Charlie Needs a Cloak</u>). Provide opportunities for students to participate in a model economy (e.g., school store, classroom token system). Activity “Make a Chart” (TE pg. 115a)(Scott Foresman) Activity “Singing at the Corner Grocery Story”(TE pg. 241a)(Scott Foresman) 	<p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> Give students opportunities to observe the economy in action (e.g., field trips to a business). Use children’s literature that illustrates economic concepts (e.g., <u>Frederick the Mouse</u>, <u>Charlie Needs a Cloak</u>). Provide opportunities for students to participate in a model economy (e.g., school store, classroom token system). Activity “Make a Chart” (TE pg. 115a)(Scott Forsman) Activity “Singing at the Corner Grocery Story”(TE pg. 241a)(Scott Foresman) Have children make a “product” that they could sell to a “consumer”. 	<p><u>Suggested Instructional Strategies</u></p>	<p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> Activity “There’s a Tree in the Living Room” (TE pg. 163a)(Scott Foresman)