

GRADE 1

Foundations of Social Studies: Families

The focus for social studies in the first grade is the family in America and in other countries around the world. Students explore their own **culture** and then expand their study to other lands and peoples to learn about the ways that those families live and work. They also learn about the connections between families and the environment and explore the concept of government, including the role of government in making and enforcing laws.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K-3, 4-5, 6-8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

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Standard 1-1: The student will demonstrate an understanding of how families interact with their environment both locally and globally.

Enduring Understanding

People interact not only with each other and but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.
- 1-1.2 Compare schools and neighborhoods that are located in different settings around the world.
- 1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.
- 1-1.4 Compare the ways that people use land and natural resources in different settings around the world.

Social Studies Literacy Skills for the Twenty-First Century

- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.
- Interpret information from a variety of social studies resources.*

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families.

Enduring Understanding

Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental processes, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 1-2.1 Explain the making and enforcing of laws as a basic function of government.
- 1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.
- 1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.
- 1-2.4 Summarize the possible consequences of an absence of government.

Social Studies Literacy Skills for the Twenty-First Century

- Interpret information from a variety of social studies resources.*
- Identify his or her place in the family, school, and community.
- Practice responsible citizenship within his or her school, community, and state.
- Identify political, social, and economic institutions that affect the student, the school, and the community.

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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Standard 1-3: The student will demonstrate an understanding of the principles of American **democracy** and the role of citizens in upholding those principles.

Enduring Understanding

The principles of American **democracy** are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 1-3.1 Describe the fundamental principles of American **democracy**, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.
- 1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.
- 1-3.3 Summarize the contributions to **democracy** that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.

Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.*
- Demonstrate responsible citizenship within the school and the community.

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

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Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

Enduring Understanding

People from various **cultures** are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across **cultures**, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.
- 1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.
- 1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.
- 1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.

Social Studies Literacy Skills for the Twenty-First Century

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Identify his or her place in the family, school, and community.
- Explain the importance of the connection between education and success in life.
- Identify cause-and-effect relationships.