

## Social Studies Grade 1

### PURPOSE

Students will begin to acquire understanding of human interaction through the study of self and family and will explore how individuals and families are alike and different. They will develop an appreciation for the differences and diversity among individuals and families and become aware of their interdependence. Children will become aware and appreciate cultural differences. Student will learn how families live together in neighborhoods and how they work at different jobs to produce goods and services. They will begin to understand how money plays a role in everyday life. Students will discuss family life in the past and begin to develop the concept of citizenship by learning about our country. Thinking in spatial terms, students will start to acquire a basic foundation for geographical understanding.

Because the value of an integrated curricular approach is recognized by the Toms River Regional School System, teachers are encouraged to implement the social studies curriculum with a focus on integrating reading/language arts and other appropriate subject areas. Students should be encouraged to read a variety of well-written nonfiction and fiction materials that deal with relevant social studies concepts and to discuss and problem solve developmentally appropriate societal issues and current events.

### I. STUDENT OUTCOMES

#### A. Geography

Students will:

1. Use tools for learning about the world including direction words, maps, graphs, globes, calendars and charts. (7/1)
2. Use simple maps to identify the location of places within the local community and the nearby communities. (7/2)
3. Begin to use maps to identify the major physical characteristics on the earth, including the United States, continents (land) and oceans. (7/4)

#### B. History

Students will:

1. Begin to identify social institutions, such as family and community that function to meet individual and group needs. (4/2)
2. Compare and contrast similarities and differences in family life today with family life in the past. (4/1)
3. Discuss the holidays that celebrate past events. (5/3)
4. Identify common elements found in different cultures. (5/1 )
5. Describe ways that family members, teachers, and community influence student's daily lives. (5/2)

C. Economics

Students will:

1. Demonstrate knowledge of work that people perform in our economic system. (6/3)
2. Begin to demonstrate understanding of the role of money in everyday life. (6/1)

D. Civics

Students will:

1. Recognize symbols of our county. (1/6)
2. Identify and discuss their roles and responsibilities as members of a group (family). (1/2)
3. As developmentally appropriate, begin to recognize and identify examples of the rights and responsibilities of citizens within a community.

E. Workplace Readiness/Study Skills Students will:

1. Begin to identify and describe work that people perform in our economic system.
2. Recognize and define a problem.
3. Select appropriate tools for specific purposes.
4. Begin to set goals for completing assignments, activities and projects.
5. Work cooperatively with others to accomplish a task.
6. Evaluate own actions and accomplishments.
7. Use time efficiently and effectively.

**II. CONTENT: Thematic Units**

- A. Students explore the concepts of family and begin to understand the qualities that make up a family. Students will begin to appreciate the differences within families and families within cultures. They will begin to understand how families interact with one another in work and play.

- B. Students explore the concepts of school and school rules. They will describe school as a place within the community and describe their role as student and the role of others within the school community. They will develop basic geography skills through locating their school and routes to get to school.
- C. Students will identify the seasonal changes in the fall and explain the types of activities people do in the fall. They will recognize and tell how teams work together in cooperation. Students will be able to tell about the historical voyage of Christopher Columbus. Students will begin to develop an understanding of how things from long ago were the same or different from things today.
- D. Students develop an understanding of how families live together in a neighborhood. They will identify people who help/work in the neighborhood. They will begin to develop an understanding of decision-making by voting and the democratic process of elections through age appropriate topics. Students will recognize the contribution of Native Americans in the Thanksgiving tradition. They will develop an understanding of Thanksgiving, Pilgrims and "Giving Thanks".
- E. Students will begin to develop an understanding of the concept of culture and cultural identity through the exploration of celebrations. They will make connections with culture through art and music. They will develop an understanding of giving and the concept of giving a gift. They will identify landforms and bodies of water on the globe.
- F. Students will develop an understanding of winter and begin to understand regional differences. Understand and identify the celebration of New Year's. They will begin to understand the concept of setting individual and group goals.
- G. Students will explore American Heroes. They will identify qualities that make a leader and a hero. They will recognize the importance of George Washington and Abraham Lincoln to our country .
- H. Students will investigate the changes that occur in spring. They will state the importance of rainfall to animals, plants and humans. They will identify how seasonal changes affect people and their environment.
- I. Students will explain individual's responsibility to the earth. Identify ways to use natural resources. They will develop an understanding of, compare, and contrast homes built around the world.

- J. Students will identify national figures that worked for freedom. They will list ways that people can be honored for their deeds. Discuss reasons to honor mothers. Describe the purpose of Memorial Day.
- K. Describe aspects of good citizenship and national pride. Identify national symbols, pride in our flags.

### III. ACTIVITIES AND MATERIALS

- A. Teacher Resources: Open Court Publishing 1995. Collections for Young Scholars, Look Who's Reading Big Book: Captain Bill Pinkney's Journey Volume I Book I. "Folktales" Unit Volume I Book II. "Homes" Unit People, Spaces and Places series. (Selected Titles) Rand-McNally.
- B. Text: Grow and Change, Houghton Mifflin, 2000.
  - 1. Big Book Set
  - 2. Teacher Resource Kit

### IV. EVALUATION

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Student will follow Instructions.
- D. Students will hand in completed class and home assignments at the proper time.
- E. Students will study for and complete quizzes and tests successfully.
- F. Students will be expected to participate in class.
- G. The final grade represents the teacher's professional judgment of student performance. All of the above are included in the evaluative process.

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