

Grade 1

“Families and School”

Define the Year:

The first grade social studies curriculum engages students in studying unifying aspects of school and family life. By beginning with their own inquiry of family and classroom life, they can learn foundational components of history, geography, civics, and economics in more meaningful, familiar ways that will provide both skills and context for further comparisons and contrasts.

By using the classroom as a “civics lab,” primary students can use both their guidance program curricular experiences and the Responsive Classroom approach to better understand rules, fairness, problem solving, and decision making. First grade social studies experiences will begin to build an important foundation for social studies inquiry.

Define the Units:

Unit 1: We Are Family!

Unit 2: *A Curricular Crosswalk – Guidance and Responsive Classroom*

Unit 3: Where Am I?

CCSU Comprehensive Curriculum for Social Studies

Grade 1, Unit 1: We Are Family!

In this unit students will begin by studying their own families, present and past. Through comparison, they will discover different types of families. They will compare present-day families and schools to ones of recent and distant past. Families and schools from the local community are compared to those of other cultures and places, both near and far. The basics of family economics, including ways of making a living, budgeting, and spending, are introduced.

Domains: History, Economics

Overarching Essential Questions: What is history? How do we use the patterns of change and artifacts from the past to understand the present and the future? What makes a family? How are families the same and different? How are families alike and different throughout the nation and the world? How do families make choices?

Inquiry Focus: How can we use social studies tools and resources to help us find answers to important questions about our families and school?

Domain Essential Questions: How do families and school change or stay the same over time? How are families alike and different within our community, our state, our nation, and our world? What are the differences between basic needs and wants? How do my family and I make choices to meet our basic needs and wants?

Concepts to Emphasize: artifact, history, family, change, patterns

Grade 1, Unit 1: We Are Family!

Domains: History, Economics

Concepts to Emphasize: artifact, history, family, change, patterns

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.5, 4.6, 6.4, 6.5, 6.6	<p>H&SS1-2:8 Students connect the past with the present by....</p> <ul style="list-style-type: none"> • <u>Classifying</u> objects from long ago and today (e.g., sorting pictures or objects into two groups: “long ago” and “today”). • Exploring objects and looking closely at similarities, differences, patterns, and change. 	<p>Focus: Students connect the past with the present.</p> <ol style="list-style-type: none"> 1) Historians study the past by studying artifacts from long ago and comparing them to things today. <ol style="list-style-type: none"> a) What is History? b) How do historians study history and historical artifacts? 	<p>Compare and contrast objects from the past and today to identify similarities and differences. (2b)</p>

	<p>H&SS1-2:9 Students show understanding of how humans interpret history by....</p> <ul style="list-style-type: none"> • Collecting information about the past (e.g., through interviews, photos, and articles). • Differentiating among fact, opinion, and interpretation of classroom situations, stories and other media. 	<p>Focus: Students show understanding of how humans interpret history.</p> <p>2) History can be understood by studying patterns of change in their family and school.</p> <ol style="list-style-type: none"> a) What do we mean when we say things are in the past? b) How are things today different from things in the past? c) How do we live differently now than people did in the past? 	
	<p>H&SS1-2:10 Students show understanding of past, present, and future time by....</p> <ul style="list-style-type: none"> • Constructing a time line of events in the history of their own or another family, or of the school or community. • Measuring calendar time by days, weeks, and months (e.g., How old are you?). • Identifying an important event in their lives and/or schools, discussing changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister). 	<p>Focus: Students connect the past with the present (and future).</p> <p>3) The past influences our families and school in the present and the future.</p> <ol style="list-style-type: none"> a) Why do we study the past? b) How can we learn about our present and future by studying our past? <p>4) We can find patterns of change in history as well as patterns that remain the same.</p> <ol style="list-style-type: none"> a) What is change? What does it mean when we say things change? b) What are the patterns of change we can find in the history of our families and our school? c) How have our families and school remained the same through the years? 	<p>Sequence events on a simple timeline. (2a)</p>

<p>3.8, 3.9, 6.15, 6.16, 6.17</p>	<p>H&SS1-2:20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by....</p> <ul style="list-style-type: none"> Recognizing the differences between the basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets). Explaining why people earn, spend, and save. 	<p><i>Focus: Students make economic decisions as a consumer, producer, saver, investor, and citizen.</i></p> <p>5) We all have a basic needs as well as wants. a) What is the difference between a need and a want?</p> <p>6) People earn, spend, and save money. a) What does it mean to earn? b) Why do we spend money? How can we learn to spend money responsibly? c) Why do people save money? How can we learn to save money?</p>	<p>Explain how people earn, spend, and save money. (6a)</p>
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Grade 1, Unit 2: A Curricular Crosswalk: Guidance and Responsive Classroom

Through the discussion of civic issues that arise in school (during guidance, Responsive Classroom, classroom meetings, etc.,) the students will learn about rules, fairness, and collective decision making. It is not necessary to create individual unit(s) of study; that is the prerogative of the school's grade level team.

Domain: Civics, Government, and Society

Overarching and Domain Essential Questions: How can we be responsible members of a group? Why are rules important? How can we contribute to our family, our classroom, our school, and our community?

Concepts to Emphasize: citizen, leader, responsible, fair, rules, decision, consequence(s), conflict

Grade 1, Unit 2: A Curricular Crosswalk: Guidance and Responsive Classroom

Domain: Civics, Government, and Society

Concepts to Emphasize: citizen, leader, responsible, fair, rules, decision, consequence, conflict

CCSU Power Standards

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Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
6.9, 6.10, 6.11, 6.12, 4.1, 3.7, 3.11, 3.13	<p>H&SS 1-2:14 Students act as citizens by....</p> <ul style="list-style-type: none"> • Describing what it means to be a responsible member of a group. • Describing what his/her role is as a member of various groups. • Demonstrating positive interaction with group members (e.g., working with a partner to complete a task). • Explaining their own point of view on issues that affect themselves. • Participating in setting and following the rules of the group, school, and community. 	<p>Focus: Students act as citizens.</p> <p>1) We are citizens of our school.</p> <p style="padding-left: 40px;">a) How can we be responsible members of our school?</p>	

	<p>H&SS1-2:15 Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • Identifying rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light, wearing bike helmet). • Explaining why rules and laws are written down. • Identifying the consequences of not following rules or laws. • Describing characteristics of good leadership and fair decision-making and how that affects others (e.g., line leader, team captain). 	<p>Focus: Students show understanding of various forms of government (i.e., rules and laws).</p> <p>2) Rules and leaders serve a purpose.</p> <ol style="list-style-type: none"> a) How do rules help us to have a safe and fair environment in our school? b) Why are rules important for our families and school? c) How do leaders help us? 	<p>Explain why rules are important. (5a)</p>
	<p>H&SS 1-2:16 Students examine how different societies address issues of human interdependence by....</p> <ul style="list-style-type: none"> • Explaining that people have rights and needs (e.g. fairness, safety). • Identifying how the groups to which a person belongs (family, friends, team, community) influence how she or he thinks and acts. • Defining their own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., “I” statements, learning to be assertive, taking care of yourself). • Giving examples of ways that she or he is similar to and different from others (e.g., gender, eye color, hair color, skin color, likes and dislikes, etc.). • Identifying examples of interdependence among individuals and groups (e.g., family, sports team). • Practicing communication skills with individuals and groups. 	<p>Focus: Students examine how different societies address issues of human interdependence.</p> <p>3) As citizens in our school and classroom, we need to communicate with others positively and respectfully.</p> <ol style="list-style-type: none"> a) How do we learn to communicate with others? b) Why is it important to be positive and respectful when we communicate with others? <p>4) The groups to which we belong influence how we behave and act toward others.</p> <ol style="list-style-type: none"> a) What does it mean to be part of a group? b) How do the groups to which we belong influence how we behave and act toward others? c) How do different groups within our school work together and influence one another? <p>5) We are all unique individuals.</p> <ol style="list-style-type: none"> a) What does it mean to be unique? b) How are we all individuals? 	

	<ul style="list-style-type: none">• Describing feelings and situations that might lead to conflict (e.g., fighting over being first in line).• Describing ways that people solve problems.	<p>6) We can learn to identify feelings and situations that can lead to conflict.</p> <ul style="list-style-type: none">a) How can we identify feelings and situations that can lead to conflict?b) How can we identify situations that may lead to conflict?c) How can we help to reduce conflict in our classroom and our school?	
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CCSU Comprehensive Curriculum for Social Studies

Grade 1, Unit 3: Where Am I?

In this unit students will learn rudimentary geography by studying place and movement in school and the surrounding area. They will make and use simple maps of the school. Throughout the year, they will practice collecting, organizing, interpreting, and presenting data about family and school.

Domain: Physical Geography

Overarching Essential Questions: How does geography help us to find answers to our questions about place and movement?

Inquiry Focus: How can we use social studies tools and resources to help us find answers to important questions about our families and school?

Domain Essential Questions: What is geography? How can we use maps, globes, and other resources to study the geography of our neighborhood, our community, and our state?

Concepts to Emphasize: neighborhood, town, state, location, direction, distance, geography, maps, globes

Grade 1, Unit 3: Where Am I?

Domain: Physical Geography

Concepts to Emphasize: neighborhood, town, state, location, direction, distance, geography, maps, globes

CCSU Power Standards

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Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.3, 4.6, 6.7, 6.8, 6.13	<p>H&SS1-2:11 Students interpret geography and solve geographic problems by....</p> <ul style="list-style-type: none"> • Writing their names and addresses. • Identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping. • Differentiating between neighborhood, town, and state. 	<p>Focus: Students interpret geography and solve geographic problems.</p> <p>1) We live in a world that geography can help us to study and describe.</p> <ol style="list-style-type: none"> a) What is geography? b) How can we use geography to understand our neighborhood, our community, and our state? 	

	<ul style="list-style-type: none"> • Identifying the locations of places within the community on a prepared map, and suggesting why particular locations are used for certain human activities (e.g., parks, school, shops, etc.) • Identifying a map or globe and using terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north/south, east/west) • Using a simple map to find something (e.g., locating the teacher’s desk on a map of their classrooms). • Creating a map as a representation of a space (e.g., making a map of the playground, drawing a treasure map). • Identifying and using basic elements of the map (e.g., cardinal directions and key). • Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions. 	<p>2) We can describe geographic locations by using maps and other resources.</p> <ul style="list-style-type: none"> a) How can we use maps, globes, and other resources to study the geography of our neighborhood, our community, and our state? b) How can we describe directions and locations using the tools of geography such as maps, globes, and aerial maps? 	<p>Use a simple map to identify key areas of a classroom or school. (3b)</p> <p>Use terms related to relative location and direction on a map or a globe (e.g. next to, above, below, across from). (3a)</p>
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