

Social Studies Curriculum

Grade 1

Social studies instruction incorporates the four strands of history, geography, civics, and economics. Students learn how family life and communities change over time. They study individuals who have made significant contributions to the United States and its history. They learn about national holidays and the people or deeds associated with those holidays. Students also explore various cultural traditions and celebrations.

SS.G1

Standard 1

INTERPRET TIME LINES AND DISTINGUISH BETWEEN THE PAST AND PRESENT

The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.

State Notes:

Essential Questions include:

- How have schools changed over time?
- How have communities changed over time?
- How has transportation changed over time?
- How has family life changed over time?
- What does a time line show about the past and present?

Essential Understanding:

- Past and present times are different.
- Everyday life changes in different places and times.
- The sequence of events can be shown on a timeline.

Benchmark 1.a

Define the Relevant Terms: Community, Change and Family

The student will define the relevant terms of community, change, and family.

Indicator 1.a.1

Define "community": where people live, play and work

Define community as where people live, play and work.

Indicator 1.a.2

Define "change": something that happens to make things different

Define change as something that happens to make things different.

Indicator 1.a.3

Define "family": a group of people who care for one another

Define family: group of people who care for one another.

Benchmark 1.b

Recognize That Past and Present Times are Different

The student will recognize that past and present times are different.

Indicator 1.b.1

Understand examples of past & present in schools, communities, etc.

Understand the following examples of past and present.

Schools:

- Past: Small one-room buildings
- Present: Large building with many rooms

Communities:

- Past: Smaller than today, fewer people
- Present: larger than in past, more people

Transportation:

- Past: Walking, riding horses, or riding in wagons
- Present: Riding in cars, airplanes, trains, and space shuttles

Family Life:

- Past: Handmade clothes, homemade games, family vegetable gardens
- Present: Store bought clothes, electronic games, microwave food



Indicator 1.b.2

Use pictures to interpret concepts about past and present

Use pictures to interpret concepts about past and present.



Indicator 1.b.3

Gather and classify information about past and present

Gather and classify information about the past and present.



Benchmark 1.c

Show the Sequence of Events on a Time Line

The student will show the sequence of events on a time line.



Indicator 1.c.1

Use time lines to show sequence of events occurring in past or present

Use time lines to show the sequence of events occurring in the past or in the present.



Indicator 1.c.2

Sequence events from past and present in chronological order

Sequence events from the past and present in chronological order.



SS.G1

Standard 2

DESCRIBE STORIES OF US LEADERS & THEIR CONTRIBUTIONS TO OUR COUNTRY

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.

State Notes:

Essential questions include:

- What contributions do we remember that were made by George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver?

Essential Understanding:

- Important deeds were accomplished by people who became American leaders.



Benchmark 2.a

Define the Relevant Term: Contribution

The student will define the relevant term: contribution.



Indicator 2.a.1

Define "contribution": the act of giving or doing something

Define contribution as the act of giving or doing something.



Benchmark 2.b

Understand the Contributions Made by American Leaders

The student will understand the contributions made by American leaders.



Indicator 2.b.1

Use resources to gather and classify info about famous Americans

Use print and non-print resources to gather and classify information about famous Americans.



Indicator 2.b.2

Use resource materials to identify information on famous Americans

Use resource materials to identify information on famous Americans.



Indicator 2.b.3

Gather and classify information on famous Americans

Gather and classify information on famous Americans.



Benchmark 2.c

Describe the Stories of American Leaders

The student will describe the stories of American leaders.



Indicator 2.c.1

Know George Washington: First US President, "Father of Our Country"

Know George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first President of the United States. He is known as the "Father of Our Country."



Indicator 2.c.2

Know Benjamin Franklin: kite experiment, first library

Know Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America.



Indicator 2.c.3

Know Abraham Lincoln: US President known as "Honest Abe"

Know Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a United States President. He was known as "Honest Abe."



Indicator 2.c.4

Know George Washington Carver: African American scientist & teacher

Know George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.



SS.G1

Standard 3

STUDY THE LIVES OF PEOPLE ASSOCIATED WITH HOLIDAYS & EVENTS OF JULY 4

The student will study the lives of people associated with President's Day, Columbus Day, and the events of Independence Day (Fourth of July).

State Notes:

Essential Questions:

- Why do people celebrate holidays?
- Who are the people most associated with these holidays?

Essential Understanding:

- Major holidays are celebrated to remember certain important leaders and events of the past.
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Benchmark 3.a

Define the Relevant Term: Holiday

The student will define relevant terms.



Indicator 3.a.1

Define "holiday": day on which someone or something is remembered

Define a holiday as a day on which something or someone is honored or remembered.

Benchmark 3.b

Recognize Common American Holidays

The student will recognize common American holidays.



Indicator 3.b.1

Recognize Columbus Day: October day to remember Christopher Columbus

Recognize Columbus Day: This is a day to remember Christopher Columbus, who is given credit for discovering America. It is observed in October.



Indicator 3.b.2

Recognize President's Day: February day to remember US presidents

Recognize President's Day: This is a day to remember all United States Presidents, especially George Washington and Abraham Lincoln. It is observed in February.



Indicator 3.b.3

Recognize Independence Day (4th of July): US becomes a new country

Recognize Independence Day (Fourth of July): This is a holiday to remember when American became a new country. It is sometimes called America's birthday. It is observed in July.

Benchmark 3.c

Use a Calendar

The student will use a calendar.



Indicator 3.c.1

Find the actual dates on the calendar for specific holidays

Find the actual dates on the calendar for Columbus Day, President's Day, and Independence Day.



Indicator 3.c.2

Identify events and activities associated with specific holidays

Identify events and activities associated with Columbus Day, President's Day and Independence Day.



Indicator 3.c.3

Collect, organize and record information about holidays

Collect, organize and record information about holidays.



SS.G1

Standard 4

DEVELOP MAP SKILLS

The student will develop map skills.

State Notes:

Essential Questions:

- How are land, water, cities, and roads shown on a map?
- What are the cardinal directions?
- Where is the United States located on a globe?
- Where is the United States located on a world map?
- Where is Virginia located on a United States map?
- Where are the capital cities of Washington, DC, and Richmond, Virginia, located on a United States map?

Essential Understanding:

- Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.
- The United States and Virginia can be identified by their physical shapes on maps and globes.
- The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.



Benchmark 4.a

Recognize Basic Map Symbols for Land, Water, Cities and Roads

The student will recognize basic maps symbols, including references to land, water, cities, and roads.



Indicator 4.a.1

Define "map": drawing that shows what places look like & locations

Define a map as a drawing that shows what places look like from above and where they are located.



Indicator 4.a.2

Define "globe": a round model of the Earth

Define a globe as a round model of the Earth.



Indicator 4.a.3

Define "symbol": a picture or thing that stands for something else

Define a symbol as a picture or thing that stands for something else.



Indicator 4.a.4

Define "cardinal directions": north, east, south, and west

Define the cardinal directions as the directions of north, east, south, and west.



Indicator 4.a.5

Locate land on simple maps using symbols

Locate land on simple maps using symbols.



Indicator 4.a.6

Locate water on simple maps using symbols

Locate water on simple maps using symbols.



Indicator 4.a.7

Locate cities on simple maps using symbols

Locate cities on simple maps using symbols.



Indicator 4.a.8

Locate roads on simple maps using symbols

Locate roads on simple maps using symbols.

**Indicator 4.a.9****Interpret simple maps and globes**

Interpret simple maps and globes.

**Indicator 4.a.10****Differentiate color symbols on maps**

Differentiate color symbols on maps.

**Indicator 4.a.11****Use maps of familiar objects or areas**

Use maps of familiar objects or areas.

**Benchmark 4.b****Use Cardinal Directions on Maps**

The student will use cardinal directions on maps.

**Indicator 4.b.1****Recognize terms for locations on a map: north, east, south, west**

Recognize that the terms north, east, south, and west are used to determine locations on a simple map.

**Benchmark 4.c****Identify the Physical Shapes of the US and Virginia on Maps & Globes**

The student will identify the physical shapes of the United States and Virginia on maps and globes.

**Indicator 4.c.1****Identify the physical shape of the US on a world map and globe**

Identify the physical shape of the United States on a world map and a globe.

**Indicator 4.c.2****Identify the physical shape of Virginia on a US map**

Identify the physical shape of Virginia on a United States map.

**Benchmark 4.d****Locate the capitals on a US Map: Washington, D.C. & Richmond, Virginia**

The student will locate Washington, D.C., the capital of the United States and Richmond, the capital of Virginia, on a United States Map.

**Indicator 4.d.1****Locate and recognize Washington, D.C., by using symbols on a US map**

Locate and recognize Washington, D.C., by using symbols on a United States map.

**Indicator 4.d.2****Locate and recognize Richmond by using symbols on a US map**

Locate and recognize Richmond by using symbols on a United States map.

**SS.G1****Standard 5****CONSTRUCT A SIMPLE MAP USING BASIC MAP SYMBOLS IN THE MAP LEGEND**

The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

State Notes:

Essential Questions include:

- What is included when making a map?
- What information is learned from a map legend?

Essential Understanding:

- A map is a drawing that shows what places look like from above and where they are located.
 - People who make maps include a map legend.
 - A map legend includes symbols that represent objects and places.
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Benchmark 5.a

Define the Relevant Term: Map Legend

The student will define the relevant term: map legend.



Indicator 5.a.1

Recognize "map legend"

Recognize a map legend as a list of shapes and symbols used on a map and an explanation of what each stands for.



Benchmark 5.b

Identify Map Symbols as Pictures that Stand for Something Else

The student will identify symbols on a map as pictures that stand for something else.



Indicator 5.b.1

Make use of use of simple map symbols

Make use of simple map symbols.



Benchmark 5.c

Identify Map Legends that Show Symbols that Represent Objects & Places

The student will identify legends on a map that show the symbols that represent objects and places.



Indicator 5.c.1

Draw maps of familiar objects and areas

Draw maps of familiar objects and areas.



Indicator 5.c.2

Use a map legend for the map

Use a map legend for the map.



Benchmark 5.d

Identify & Use Cardinal Directions (North, South, East, West) on a Map

The student will identify and use cardinal directions of north, south, east, and west on a map.



Indicator 5.d.1

Identify cardinal directions on a map

Identify cardinal directions on a map.

Indicator 5.d.2



Use cardinal directions on a map

Use cardinal directions on a map.



SS.G1

Standard 6

DESCRIBE HOW LOCATION, CLIMATE & PHYSICAL SURROUNDINGS AFFECT PEOPLE

The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

State Notes:

Essential Questions include:

- How does location affect how people live?
- How does climate affect the way people live?
- How do physical surroundings affect the way people live?

Essential Understanding:

- Geography includes the study of location, climate, and physical surroundings.
 - Location, climate, and physical surroundings affect the way people live.
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Benchmark 6.a

Define the Relevant Terms: Location, Climate, Season, etc.

The student will define the relevant terms: location, climate, physical surroundings, and season.



Indicator 6.a.1

Define "location": where people live

Define location as where people live.



Indicator 6.a.2

Define "climate": the weather an area has over a long period of time

Define climate as the kind of weather an area has over a long period of time.



Indicator 6.a.3

Define "physical surroundings": land and bodies of water

Define physical surroundings as land and bodies of water.



Indicator 6.a.4

Define "season": 1 of 4 phases of the year - spring/summer/fall/winter

Define season as any one of the four phases of the year (spring, summer, fall, or winter).



Benchmark 6.b

Understand that Location, Climate Affect the way People Live

The student will understand that location, climate, and physical surroundings affect the way people live and meet their basic needs.



Indicator 6.b.1

Relate location, climate and surroundings to the food people eat

Relate location, climate, and physical surroundings to the food people eat.



Indicator 6.b.2

Relate location, climate and surroundings to the clothing people wear

Relate location, climate, and physical surroundings to the clothing people wear.

Indicator 6.b.3



Relate location, climate and surroundings to the kinds of houses built

Relate location, climate, and physical surroundings to the kinds of houses people build.



Benchmark 6.c

Analyze Geography's Affects on Travel and Available Recreation

The student will analyze geography's affects on how people travel from one place to another and how it determines what is available for recreation.



Indicator 6.c.1

Gather and classify information about how geography affects travel

Gather and classify information about how geography affects travel.



Indicator 6.c.2

Determine how geography affects what recreation is available

Determine how geography affects what recreation is available.



Indicator 6.c.3

Use and explain simple charts

Use and explain simple charts.



Indicator 6.c.4

Identify primary ideas expressed in graphic data

Identify primary ideas expressed in graphic data.



Indicator 6.c.5

Use information from print and non-print sources

Use information from print and non-print sources.



SS.G1

Standard 7

EXPLAIN THE DIFFERENCE BETWEEN GOODS & SERVICES AND BUYERS & SELLERS

The student will explain the difference between goods and services and will describe how people are both buyers and sellers of goods and services.

State Notes:

Essential Questions include:

- What are goods?
- What are services?
- Who is a buyer?
- Who is a seller?
- How are people both buyers and sellers?

Essential Understanding:

- Goods and services satisfy people's needs and wants.
 - People are both buyers and sellers of goods and services.
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Benchmark 7.a

Define the Relevant Terms: Goods, Services, Buyer, Seller

The student will define the relevant terms: goods, services, buyer, and seller.



Indicator 7.a.1

Define "goods": things people make or use to satisfy needs and wants

Define goods as things people make or use to satisfy needs and wants.



Indicator 7.a.2

Define "services": activities that satisfy people's needs and wants

Define services as activities that satisfy people's needs and wants.



Indicator 7.a.3

Define "buyer": a person who uses money to purchase goods or services

Define a buyer as a person who uses money to purchase goods or services.



Indicator 7.a.4

Define "seller": a person who sells goods or services

Define a seller as a person who sells goods or services.



Benchmark 7.b

Recognize that People are Both Buyers and Sellers of Goods

The student will recognize that people are both buyers and sellers of goods.



Indicator 7.b.1

Recognize that people are buyers when they use money

Recognize that people are buyers when they use money to purchase goods or services.



Indicator 7.b.2

Recognize that people are sellers when they receive money

Recognize that people are sellers when they receive money for their work for goods or services they provide.



Indicator 7.b.3

Collect, organize & record info about goods, services, buyers & sellers

Collect, organize, and record information about goods, services, buyers, and sellers.



Indicator 7.b.4

Gather and classify information about economics

Gather and classify information about economics.



SS.G1

Standard 8

EXPLAIN THAT PEOPLE MAKE CHOICES BECAUSE THEY CANNOT HAVE EVERYTHING

The student will explain that people make choices because they cannot have everything they want.

State Notes:

Essential Questions include:

- What happens when people cannot have everything they want?

Essential Understanding:

- People make choices because they cannot have everything they want.



Benchmark 8.a

Understand Concepts About Economic Choices

The student will understand concepts about economic choices.



Indicator 8.a.1

Recognize that people cannot have all the goods & services they want

Recognize that people cannot have all the goods and services they want.



Indicator 8.a.2

Understand that people must choose some things and give up others

Understand that they must choose some things and give up others.



Indicator 8.a.3

Make decisions based on information

Make decisions based on information.



Indicator 8.a.4

Explain cause & effect relationships of goods, services, needs, wants

Explain the cause and effect relationships involving goods, services, needs, and wants.



SS.G1

Standard 9

RECOGNIZE THAT PEOPLE SAVE MONEY TO PURCHASE GOODS/SERVICES IN FUTURE

The student will recognize that people save money for the future to purchase goods and services.

State Notes:

Essential Questions are:

- Why do people save money?

Essential Understanding:

- People can choose to spend or save money.
 - Saving money allows people to buy goods and services in the future.
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Benchmark 9.a

Define the Relevant Terms: Money, Savings

The student will define the relevant terms: money and savings.



Indicator 9.a.1

Define "money": what is used to buy goods and services

Define money as what is used to buy goods and services.



Indicator 9.a.2

Define "savings": money put away to keep or spend later

Define savings as money put away to keep or to spend later.



Benchmark 9.b

Understand that People Can Choose to Spend or Save Money

The student will understand that people can choose to spend or save money.



Indicator 9.b.1

Understand that saving money allows people to buy goods in the future

Understand that saving money allows people to buy goods and services in the future.



Indicator 9.b.2

Make economic choices based on information

Make economic decisions based on information.



SS.G1

Standard 10

APPLY THE TRAITS OF A GOOD CITIZEN

The student will apply the traits of a good citizen.

State Notes:

Essential Questions include:

- What are some traits of good citizens?
- Why are rules necessary?

Essential Understanding:

- Good citizens show a variety of positive traits.
 - Rules are made so that everyone is treated fairly.
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Benchmark 10.a

Focus on Fair Play, Good Citizenship, Helping and Respecting Others

The student will focus on fair play, good citizenship, helping others, and treating others with respect.



Indicator 10.a.1

Play fairly

Play fairly.



Indicator 10.a.2

Exhibit good sportsmanship

Exhibit good sportsmanship.



Indicator 10.a.3

Help others

Help others.



Indicator 10.a.4

Treat others with respect

Treat others with respect.



Indicator 10.a.5

Differentiate between points of view in groups and democratic society

Differentiate between points of view in groups and democratic society.



Indicator 10.a.6

Participate in groups and democratic society

Participate in groups and democratic society.



Benchmark 10.b

Recognize the Purposes of Rules and Practicing Self-Control

The student will recognize the purposes of rules and practicing self-control.



Indicator 10.b.1

Recognize the purposes of rules and practicing self-control

Recognize the purposes of rules and practicing self-control.



Indicator 10.b.2

Recognize that rules suggest good behavior

Recognize that rules suggest good behavior.




Indicator 10.b.3

Recognize that rules keep people safe


Recognize that rules keep people safe.

 **Benchmark 10.c**
Work Hard in School

The student will work hard in school.

 **Indicator 10.c.1**
Work hard in school

The student will work hard in school.

 **Indicator 10.c.2**
Follow oral and written directions


Follow oral and written directions.

 **Benchmark 10.d**
Take Responsibility for One's Own Actions

The student will take responsibility for one's own actions.

 **Indicator 10.d.1**
Take responsibility for one's own actions


The student will take responsibility for one's own actions.

 **Indicator 10.d.2**
Make decisions based on information

Make decisions based on information.

 **Benchmark 10.e**
Value Honesty and Truthfulness in Oneself and Others

The student will value honesty and truthfulness in oneself and others.

 **Indicator 10.e.1**
Recognize honesty and truth in your actions and those of others

Recognize honesty and truth in your actions and those of others.

 **SS.G1**

Standard 11

RECOGNIZE THE SYMBOLS & TRADITIONAL PRACTICES THAT HONOR THE US

The student will recognize the symbols and traditional practices that honor and foster participation in the United States.

State Notes:

Essential Questions include:

- What are some patriotic symbols and traditions of the United States?
- How do citizens demonstrate respect for the American flag and the United States?

Essential Understanding:

- The United States has patriotic symbols and traditions.
 - Patriotic symbols and traditions honor the people and the history of the United States.
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 **Benchmark 11.a**

Identify Patriotic Symbols of the United States

The student will identify the American Flag, Bald Eagle, Washington Monument, and Statue of Liberty.



Indicator 11.a.1

Identify and explain the patriotic symbol of the American Flag

Identify and explain the patriotic symbol of the American Flag.



Indicator 11.a.2

Identify and explain the patriotic symbol of the Bald Eagle

Identify and explain the patriotic symbol of the Bald Eagle.



Indicator 11.a.3

Identify and explain the patriotic symbol of the Washington Monument

Identify and explain the patriotic symbol of the Washington Monument.



Indicator 11.a.4

Identify and explain the patriotic symbol of the Statue of Liberty

Identify and explain the patriotic symbol of the Statue of Liberty.



Benchmark 11.b

Demonstrate Respect for the US Flag by Learning Pledge of Allegiance

The student will demonstrate respect for the American Flag by learning the Pledge of Allegiance.



Indicator 11.b.1

Recite the Pledge of Allegiance

Recite the Pledge of Allegiance.



Benchmark 11.c

Define the Relevant Terms: Symbol, Tradition, Patriotic, American Flag

The student will define the relevant terms: symbol, tradition, patriotic, and American Flag.



Indicator 11.c.1

Define symbol

Define symbol as a picture or thing that stands for something else.



Indicator 11.c.2

Define tradition

Define tradition as a custom or belief that happens over a long period of time.



Indicator 11.c.3

Define patriotic

Define patriotic as showing respect for and love of country.



Indicator 11.c.4

Define American Flag

Define the American Flag as a flag representing the United States.



Benchmark 11.d

Gather & Interpret Information About Patriotism and Patriotic Symbols

The student will gather, classify, and interpret information about patriotism and patriotic symbols.



Indicator 11.d.1

Gather & interpret information about patriotism and patriotic symbols

Gather, classify, and interpret information about patriotism and patriotic symbols.



Indicator 11.d.2

Understand that citizens say the Pledge of Allegiance to show respect

Understand that citizens say the Pledge of Allegiance to demonstrate respect for the American Flag and the United States.



SS.G1

Standard 12

RECOGNIZE THE DIVERSE ORIGINS & CUSTOMS OF VIRGINIA'S COMMUNITIES

The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

State Notes:

Essential Questions:

- How do people of different ethnic origins, customs, and traditions participate in and contribute to their community?
- What common principles and traditions unite people as Americans?

Essential Understanding:

- Communities in Virginia include people with different ethnic origins, customs, and traditions.
- Most Virginians contribute to their communities and are united as Americans by common principles and traditions.



Benchmark 12.a

Recognize that VA Communities Include People of Diverse Ethnic Origins

The student will recognize that communities in Virginia include people of different ethnic origins who come from different places around the world.



Indicator 12.a.1

Understand that people from all over the world live in Virginia

Understand that communities in Virginia include people from all over the world who make valuable contributions to their communities.



Indicator 12.a.2

Interpret ideas and events about Virginia communities from the media

Interpret ideas and events about Virginia communities from the media.



Indicator 12.a.3

Draw conclusions and make generalizations about communities

Draw conclusions and make generalizations about communities.



Indicator 12.a.4

Gather, classify, and interpret information about communities

Gather, classify, and interpret information about communities.



Benchmark 12.b

Recognize People Celebrate both US Holidays & Their Own Traditions

The student will recognize that people celebrate American holidays and traditions in addition to their own cultural holidays and traditions.

**Indicator 12.b.1****Identify American and other cultures' holidays and traditions**

Identify American holidays and traditions and recognize that other cultures celebrate their own holidays and traditions.

**Indicator 12.b.2****Draw conclusions & make generalizations: US holidays & traditions**

Draw conclusions and make generalizations about American holidays and traditions.

**Benchmark 12.c****Recognize that Americans are United by Common Principles & Traditions**

The student will recognize that people in our communities are united as Americans by common principles and traditions.

**Indicator 12.c.1****Understand that Independence Day celebrations unite all Americans**

Understand that celebrating Independence Day (Fourth of July) is a method to unite all Americans.

**Indicator 12.c.2****Recognize that reciting the Pledge of Allegiance unites all Americans**

Recognize that reciting the Pledge of Allegiance is a method to unite all Americans.