

Social Studies

GRADE 1

STANDARD 1

History

The student will use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of the United States and the world

To meet this standard, the student will:

Benchmark 1.1.1: Chronology: Use a calendar to determine the day, week, month and year

Indicator:

1.1.1.1 Recite the months of the year

Benchmark 1.1.2: Chronology: Place events in correct order on a time line

Indicators:

1.1.2.1 Place events from one's own life in chronological order

1.1.2.2 Distinguish among past, present and future

Benchmark 1.1.3: Daily Life: Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places

Indicators:

1.1.3.1 Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown

1.1.3.2 Compare past and present, near and far, with emphasis on daily life including:

- a. The roles of men, women and children
- b. The identification of basic human needs
- c. Various ways people meet human needs

Benchmark 1.1.4: Heritage: Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States

Indicators:

1.1.4.1 Relate stories of the heroism and the achievements of the people associated with state and federal holidays

Key: 1 Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 2

People in Societies

The student will use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

To meet this standard, the student will:

Benchmark 1.2.1: Cultures: Identify practices and products of diverse cultures

Indicator:

- 1.2.1.1 Describe similarities and differences in the ways different cultures meet common human needs including:
- a. Food
 - b. Clothing
 - c. Shelter
 - d. Language
 - e. Artistic expressions

Benchmark 1.2.2: Diffusion: Identify ways that different cultures within the United States and the world have shaped our national heritage.

Indicators:

- 1.2.2.1 Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture
- 1.2.2.2 Describe family and local community customs and traditions
- 1.2.2.3 Describe life in other countries with emphasis on daily life, including roles of men, women and children

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STANDARD 3

Geography

The student will use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

To meet this standard, the student will:

Benchmark 1.3.1: Location: Identify the location of the United States, the continents and oceans on maps, globes and other geographic representations

Indicators:

- 1.3.1.1 Identify and correctly use terms related to location, direction and distance including:
 - a. Left/Right
 - b. Near/Far
- 1.3.1.2 Instruct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood)
- 1.3.1.3 Identify and use symbols to locate places of significance on maps and globes
- 1.3.1.4 Locate the local community, state and the United States on maps or globes

Benchmark 1.3.2: Places and Regions: Identify physical and human features of places

Indicators:

- 1.3.2.1 Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community
- 1.3.2.2 Compare areas within the local community to identify similarities

Benchmark 1.3.3: Human Environmental Interaction: Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment

Indicator:

- 1.3.3.1 Describe human adaptations to variations in the physical environment including:
 - a. Food
 - b. Clothing
 - c. Shelter
 - d. Transportation
 - e. Recreation

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STANDARD 4

Economics

The student will use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world

To meet this standard, the student will:

Benchmark 1.4.1: Scarcity and Resource Allocation: Explain how the scarcity of resources requires people to make choices to satisfy their wants

Indicator:

- 1.4.1.1 Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices

Benchmark 1.4.2: Production, Distribution and Consumption: Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services

Indicator:

- 1.4.2.1 Describe the ways people produce, consume and exchange goods and services in their community

Benchmark 1.4.3: Markets: Explain ways that people may obtain goods and services

Indicator:

- 1.4.3.1 Explain ways that people may obtain goods and services that they do not produce including the use of money and barter

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STANDARD 5

Government

The student will use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

To meet this standard, the student will:

Benchmark 1.5.1: Role of Government: Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority

Indicators:

- 1.5.1.1 Recognize the role of authority figures in providing for the safety and security of individuals
- 1.5.1.2 Explain how voting can be used to make group decisions

Benchmark 1.5.2: Role of Government: Recognize and explain the importance of symbols and landmarks of the United States

Indicator:

- 1.5.2.1 Recognize symbols of the United States that represent its democracy and values including:
 - a. The bald eagle
 - b. The White House
 - c. The Statue of Liberty
 - d. The national anthem

Benchmark 1.5.3: Rules and Laws: Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules

Indicators:

- 1.5.3.1 Recognize the need for rules in different settings and the need for fairness in such rules
- 1.5.3.2 Discuss the consequences of violating rules

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STANDARD 6

Citizenship Rights and Responsibilities

The student will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system

To meet this standard, the student will:

Benchmark 1.6.1: Participation: Describe the results of cooperation in group settings and demonstrate the necessary skills

Indicator:

- 1.6.1.1 Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated

Benchmark 1.6.2: Rights and Responsibilities: Demonstrate personal accountability, including making choices and taking responsibility for personal actions

Indicators:

- 1.6.2.1 Demonstrate self-direction in school tasks
- 1.6.2.2 Demonstrate accountability for actions
- 1.6.2.3 Demonstrate pride in personal accomplishments
- 1.6.3.4 Demonstrate citizenship traits including:
 - a. Trustworthiness
 - b. Fairness
 - c. Self-control
 - d. Respect for those in authority

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STANDARD 7

Social Studies Skills and Methods

The students will collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

To meet this standard, the student will:

Benchmark 1.7.1: Obtaining Information: Obtain information from oral, visual, print and electronic sources

Indicator:

1.7.1.1 Obtain information about a topic using a variety of oral and visual sources

Benchmark 1.7.2: Thinking and Organizing: Predict outcomes based on factual information

Indicators:

1.7.2.1 Sequence information

1.7.2.2 Determine categories for sorting information

1.7.2.3 Identify main ideas from oral, visual and print sources

Benchmark 1.7.3: Communicating Information: Communicate information orally, visually or in writing

Indicator:

1.7.3.1 Communicate information orally or visually

Benchmark 1.7.4: Problem Solving: Identify a problem and work in groups to solve it

Indicator:

1.7.4.1 Display courtesy and respect for others in group settings including:

a. Staying on the topic

b. Focusing attention on the speaker

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STANDARD 8

The student applies a Christian perspective to historic events and social studies concepts.

To meet this standard, the student will:

Benchmark 1.8.1: Understand that God directs the course of history.

1.8.1.1 Identify that the Bible tells God's history.

1.8.1.2. Identify that God is in control and has a purpose for events in history.

Benchmark 1.8.2: Understand that the Bible teaches us about God's design for government and economics.

1.8.2.1 See current situations through a Christian worldview.

1.8.2.2. Recognize that God is in control of the government systems.

Benchmark 1.8.3: Understand that God preserves and controls His creation so that it continues to function as He planned.

1.8.3.1. Explain how through the study of social studies we can see that God is in control.

Benchmark 1.8.4: Understand that God created everything for His own purpose, and creation is meant to praise and glorify God.

1.8.4.1. Identify that God made man.

Benchmark 1.8.5: Understand that God uses His creation to teach people eternal truth through the study of social studies.

1.8.5.1. Understand that God is in control.

1.8.5.2. Give examples that point to God in social studies.

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