

In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of families and schools. This is the students' first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.

### History

First grade students begin to develop the ability to think like a historian. Using a calendar, students begin to understand the passage of time. They then apply their understanding of time and chronology by using events from family and school, extending their understanding of the past to events beyond their own lifetimes. Using events to which they have a personal connection, students learn that history involves stories of the past. By exploring relevant primary sources such as photographs, diaries, and artifacts, students develop simple narratives of the history of families or school. Students also learn to draw generalizations and conclusions about changes over time by comparing family life, school, jobs, and methods of communication in their lives, to those in the past. In examining why certain events and people are celebrated through national holidays, students begin to appreciate the influence history has on their daily lives. The study of history through the lens of families and schools in first grade prepares students for more complex investigations of the past of their community, state, and country in later grades.

### Geography

The expectations in first grade build upon simple understandings of maps. Students' spatial perspective is deepened by constructing classroom maps to illustrate aerial perspective and introducing absolute and relative location using the familiar contexts of home and school. Students begin to use personal directions to describe the relative location of different places in the school environment. Students use maps and globes to distinguish physical characteristics of Earth, such as landmasses and oceans. In introducing students to the concepts of region and human systems, first grade sets the stage for more sophisticated study of these concepts in later grades. By using their immediate school environment, students learn to distinguish between physical and human characteristics of place, and describe unifying characteristics of different regions within their classroom and school. Students begin to build an understanding of the different aspects of culture through a comparison of family life. They learn that people not only use the environment, but also modify or adapt to the environment.

### Civics and Government

The content expectations in civics use the school as a context for learning about the purposes of government, the values and principles of American democracy, and the roles of citizens. Building upon the concept that people are not free to do whatever they want, students identify reasons for rules in school. Concepts of power and authority are introduced as students identify examples of people using power with and without authority in the school setting. Drawing upon the notion of fairness from kindergarten, students explore fair ways to resolve conflicts at school. The expectations broaden students' understanding of the values and principles of American democracy using significant symbols of the United States. Notions of individual responsibilities introduced in kindergarten are expanded to include civic responsibilities as members of a group or school community. Thus, students begin to recognize that respect for the rule of law and the rights of others is fundamental to our system of government.

### Economics

First grade students extend their understanding of basic economic concepts. They distinguish between producers and consumers and examine ways in which their families consume goods and services. Using practical examples and personal experiences, students begin to learn how scarcity forces people to make choices. Students develop a deeper understanding of trade as they explore the reasons why people trade, how money simplifies trade, and how people earn money. These concepts lay the foundation for more complex studies of economic principles in later years.

### Public Discourse, Decision Making, and Citizen Involvement

In first grade, students continue to develop an understanding of public issues and the importance of citizen action in a democratic republic. First grade students identify public issues in the school community and analyze data about them. They investigate different resolutions to these issues. Students begin to develop competency in expressing their own opinions relative to a public issue in school by justifying their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater understanding of how, when, and where to communicate their positions on public issues with a reasoned argument.

**HISTORY****H2 Living and Working Together in Families and Schools**

*Use historical thinking to understand the past.*

- I – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- I – H2.0.2 Use a calendar to distinguish among days, weeks, and months.
- I – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- I – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.
- I – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- I – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- I – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- I – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.
- I – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).
- I – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- I – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.

**G2 Places and Regions**

*Understand how regions are created from common physical and human characteristics.*

- I – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- I – G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

**G4 Human Systems**

*Understand how human activities help shape the Earth's surface.*

- I – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

**G5 Environment and Society**

*Understand the effects of human-environment interactions.*

- I – G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

**CIVICS AND GOVERNMENT****C1 Purposes of Government**

*Explain why people create governments.*

- I – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
- I – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- I – C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

**C2 Values and Principles of American Democracy**

*Understand values and principles of American constitutional democracy.*

- I – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- I – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

**C5 Roles of the Citizen in American Democracy**

*Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

- I – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- I – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

**ECONOMICS****E1 Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- I – E1.0.1 Distinguish between producers and consumers of goods and services.
- I – E1.0.2 Describe ways in which families consume goods and services.
- I – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- I – E1.0.4 Describe reasons why people voluntarily trade.
- I – E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- I – E1.0.6 Describe how money simplifies trade.

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Public Issues**

*Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

- I – P3.1.1 Identify public issues in the school community.
- I – P3.1.2 Use graphic data to analyze information about a public issue in the school community.
- I – P3.1.3 Identify alternative resolutions to a public issue in the school community.

**P3.3 Persuasive Communication About a Public Issue**

*Communicate a reasoned position on a public issue.*

- I – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- I – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- I – P4.2.2 Participate in projects to help or inform others.