



Grade 1 Overview: Leadership, Cooperation, Unity and Diversity

First grade students learn about leadership on many levels, the meaning of citizenship, and interpreting and making a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services. They study these topics by exploring guiding questions such as “What makes a good community member?” and “How do we contribute to our community?”

Grade 1 Standards for History & Social Sciences

Topic	Description of Standards + Topic Covered
<p>Topic 1 Civics: communities, elections, and leadership</p>	<p><i>What does it mean to belong to or lead a group?</i> First graders study the benefits of being part of a group and explain what it means to be a member of a group by following the group’s rules, limits, responsibilities and expectations. They investigate the various roles that members of a group play and how those roles contribute to achieving a common goal. Students explore the function of group leaders that take on different roles and responsibilities, analyzing examples of leadership and leaders from history, everyday life, and texts, while describing the qualities of a good leader. First graders learn how members of a group with differing opinions can make fair decisions or choose leaders by voting and that an election is a kind of voting in which people select leaders. They explore the rights and responsibilities of citizens of a town, city or nation, developing an understanding that while all people born in the United States are citizens, while some people become citizens, and others are not citizens, but are still members of the community with rights and responsibilities.</p>
<p>Topic 2 Geography: places to explore</p>	<p><i>How can maps help people locate places and learn about them?</i> First grade students learn that maps represent spaces and help identify locations and features. They learn the language for cardinal directions when locating and describing places on a map and use a map to identify the location of major cities and capitals and their functions. Students analyze physical features on maps and construct maps and other representations of local places. They learn about people from different parts of the world and how they can have different ways of living, customs, and languages.</p>
<p>Topic 3 History: unity and diversity in the United States</p>	<p><i>What does the motto, “Out of Many, One” mean and why is it a good motto of the United States?</i> Students explore some of the ways in which the people of the United States are unified and diverse. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs: a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty) b. words, mottoes, phrases, and sentences associated with the United States (e.g., “U.S.” or “America” standing for United States of America, the Latin motto, “E pluribus unum,” on coins, currency, and the seal of the United States, translated as “Out of Many, One,” and the “Pledge of Allegiance”) c. the melodies and lyrics of patriotic songs (e.g., “America the Beautiful,” “My Country, ‘Tis of Thee,” “God Bless America,” and “The Star-Spangled Banner”) 3. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., in the past or future; present, past, and future tenses of verbs).</p>
<p>Topic 4 Economics: resources and choices</p>	<p><i>How do the resources of an area affect its industries and jobs?</i> First grade students explore resources and basic principles of an economy, for example, earning and saving money and buying goods and services. They learn about the connection between geography and economics, and that natural resources (both renewable and nonrenewable) can be specific to the geography of a place and can influence its economic activities. First graders explore the idea of earning income through the sale and use of various goods and services, and how people choose between them. They compare and contrast the different reasons people save some of their money. This topic is continued in social studies education in grade 2.</p>



Standards for History & Social Science Practice

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.



GUIDING PRINCIPLES FOR EFFECTIVE HISTORY & SOCIAL SCIENCE EDUCATION

1 **Teach** students about the legacy of democratic government.

2 **Incorporate** diverse perspectives & acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.

3 Every student **deserves** to study history & social science every year, from pre-K-12.

4 **Teach** students to think historically.

5 **Integrate** knowledge from many fields of study.

6 **Build** students' capacities for research, reasoning, making logical arguments, & thinking for themselves.

7 **Improve** reading Comprehension by increasing students' content knowledge

8 **Incorporate** the study of current events and news/media literacy

9 **Teach** students about using data analysis and digital tools as research and presentation techniques in the social sciences.

10 **Develop** social and emotional skills.