

**BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
Learning Objectives
First Grade**

Grade 1 Overview: Families and School

In first grade, students will use the familiar focus of school and family to build background for important social studies concepts. Children are ready to explore beginning history, economics, and geography by making connections with their background knowledge of their own family and school community. Furthermore, important concepts such as citizenship, culture, and perspective will be developed in first grade. Children in the first grade are ready to learn more about their roles and responsibilities at home and at school. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children are also ready to develop a deeper understanding of cultural diversity and develop an awareness of different perspectives.

In first grade, students will use the familiar focus of school and family to build the background for important social studies concepts such as perspective, culture, and citizenship. Through learning experiences about families and schools, students will be able to respond to the following key questions:

- How are families alike and different?*
- What are the roles and responsibilities in families and schools?*
- Why do families and schools have rules?*
- Why is it important to cooperate with others?*
- What is past and present?*
- What are personal wants and needs?*
- Why do people have different points of view?*
- What is the pledge and why do we say it?*
- What are some stories/legends of the Northern Cheyenne and Crow tribes?*
- Where are Billings, Montana, United States, Mexico, and Canada on a map?*

LEARNING OBJECTIVES

I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

- 1. _____ Discuss point of view and why people have different points of view through the sharing of personal and school news. (I, D, E)**

Introduce: Teacher (high support)
Modeling to children

Develop: Teacher / Student work together, interactive,
guided processing, developing strategies

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Essential: Tested

Apply: Student demonstrates an understanding with low support from teacher, on-going self extended learning, student may be tested

II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

- 2. _____ Explain why families and schools have rules. (I, D, E)**
- 3. _____ Investigate the different roles and responsibilities in families and school. (I, D, E)**
- 4. _____ Discuss the meaning and purpose of saying the pledge of allegiance. (I, D, E)**

III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).

- 5. _____ Locate Billings and Montana on a United States map. (I, D, E)**
- 6. _____ Locate the United States, Canada, and Mexico on a map of North America. (I, D, E)**

IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

- 7. _____ Distinguish past and present through pictures, oral history, letters, and journals. (I, D, E)**
- 8. _____ Know the importance of extended family and tribal kinship of the Northern Cheyenne and Crow tribes. (I, D, E)**

V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

- 9. _____ Identify personal needs and wants. (I, D, E)**
- 10. _____ Explain the difference between needs and wants. (I, D, E)**

VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

- 11. _____ Discuss and compare how families are alike and different. (I, D, E)**
- 12. _____ Define cooperation and explain why cooperation is important. (I, D, E)**
- 13. _____ Explore stories/legends of Northern Cheyenne and Crow tribes. (I, D, E)**
- 14. _____ Identify students' tribal membership and tribes nearby (Northern Cheyenne and Crow). (I, D, E)**

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12

Essential: Tested

Apply: Student demonstrates an understanding with low support from teacher, on-going self extended learning, student may be tested