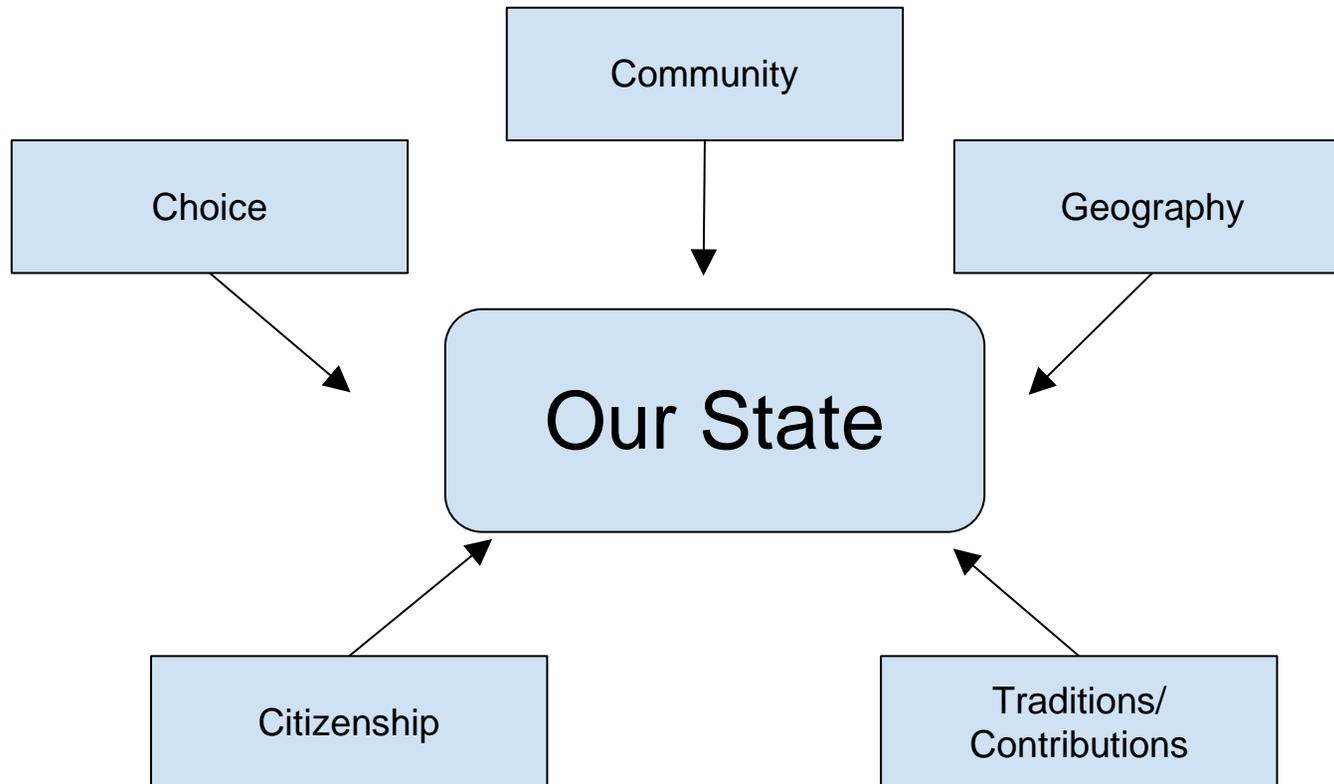


# 1st Grade Curriculum Overview



**Concepts**  
**ACPS Concepts with Essential Standards for Grades PK-2**

1. Conflict & Cooperation  
*Recognize examples of cooperation and conflict*
2. Innovation & Change  
*Recognize that innovations cause change*
3. Choice & Consequence  
*Understand that the choices people make have consequences*
4. Patterns & Relationships  
*Recognize patterns such as similarities and differences and relationships such as the influence of the past on the present*
5. Systems: Economic, Social, Geographic, & Political/Civic  
*Economic: Recognize that people make choices about their jobs, resources, and money in order to meet their needs and wants*

*Social: Understand that a group or country's guiding principles are reflected in commonly used symbols and individuals whose contributions are seen as significant*

*Geographic: Understand that the location of people, places and things can be described using commonly accepted systems and conventions. Understand that people adapt to their environment in different ways in order to survive*

*Political: Understand that citizens take responsibility for their own actions as a member of a community*

**Habits of Mind:**  
**ACPS History and Social Science Processes with Essential Standards for Grades PK-2**

**Historical Method/ Investigation & Inquiry:**

1. Historical Thinking & Research  
*Identify similarities and differences between people, events, or places*
2. Multiple Perspectives  
*Recognize important people from various time periods in history and their contributions*
3. Sources & Historic Record  
*Recognize that multiple sources can be used to gather information on a topic*

**Communication Skills:**

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art  
*Recognize that information can be gained from a variety of sources*
2. Analytical Writing  
*Label visual content and write multiple sentences to describe a topic. Be able to convey understanding of a topic through writing and labeling.*
3. Critical Reading  
*Reconstruct or summarize the literal meaning of a historical passage describing an event or person*
4. Public Speaking and Presenting  
*Participate in a class or small group discussion on a topic*

## Choice

### Standards:

#### Content Standards:

1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

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

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

#### Skills standard:

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) asking appropriate questions to solve a problem;

f) recognizing direct cause-and-effect relationships;

j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

### *Lifelong-Learner Standards*

Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.

Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.

### *Enduring Understandings*

People cannot have everything they want therefore they need to make choices.

### *Essential Questions*

How do people make choices with money?

What choices do I make?

	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p>
	<p><i>Vocabulary</i></p> <p>Goods Service Consumer Producer</p> <p>People cannot have all of the goods and services they want; they must make choices</p> <p>All decisions have costs and benefits</p> <p>Students make better choices when they consider the costs and benefits</p> <p>People save money for future purchases</p>	<p>Use decision-making model to make choices</p> <p>Compare and contrast (i.e., consumers/producers, goods/services)</p> <p>Describe how people are consumers and producers</p>

<b>Assessment Evidence</b>
<b>How will I know if they can do “it”?</b>
<p><b>Assessments:</b> <i>(tests, performance tasks, projects, papers etc)</i></p>
<b>Learning Plan</b>

<b>Summary of Key Learning Events and Instruction:</b>	<b>Resources:</b> (digital, print, adopted, etc.)
<b>Framework Adapted from Understanding by Design 2.0 © 2011 Grant Wiggins and Jay McTighe</b>	

## Citizenship

### Standards:

#### Content Standards:

1.10 The student will apply the traits of a good citizen by

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b) recognizing the purpose of rules and practicing self-control;
- c) working hard in school;
- d) taking responsibility for one's own actions;
- e) valuing honesty and truthfulness in oneself and others; and
- f) participating in classroom decision making through voting

1.13 The student will understand that the people of Virginia

- b) make contributions to their communities; and

#### Skills standard:

1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- d) asking appropriate questions to solve a problem;

### *Lifelong-Learner Standards*

Demonstrate ethical behavior and respect for diversity through daily actions and decision making.

Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.

### *Enduring Understandings*

Citizenship comes with responsibilities.

### *Essential Questions*

How do I contribute to my community?

How can I be a good citizen?

<p>f) recognizing direct cause-and-effect relationships;</p> <p>h) using a decision-making</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <p><u>Vocabulary</u></p> <p>Respect Responsibility Community Honesty Sportsmanship</p> <p>Traits of a good citizen:</p> <ul style="list-style-type: none"> <li>• Fair play</li> <li>• Sportsmanship</li> <li>• Respect</li> <li>• Helping others</li> </ul> <p>Actions of a good citizen:</p> <ul style="list-style-type: none"> <li>• Practicing self-control</li> <li>• Recognizing the purpose of rules</li> <li>• Working hard</li> <li>• Taking responsibility for one's actions</li> <li>• Values honesty and truthfulness</li> <li>• Participates in decision making (votes)</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <p>Practice good citizenship</p> <p>Collaborate</p> <p>Compromise</p>
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**Assessment Evidence**

**How will I know if they can do “it”?**

**Assessments:**

*(tests, performance tasks, projects, papers etc)*

**Learning Plan**

**Summary of Key Learning Events and Instruction:**

**Resources:**

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## Community

**Standards:**

**Content Standards:**

1.2

The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including

- a) the settlement of Virginia at Jamestown
- c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.

1.13

The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;
- c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles

**Skills standard:**

1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) using artifacts and primary and secondary sources to develop an understanding of Virginia history;
- b) using basic map skills to support an understanding of Virginia history;

*Lifelong-Learner Standards*

Seek, recognize, and understand systems, patterns, themes, and interactions.

Explore and express ideas and opinions, using multiple media, the arts, and technology.

*Enduring Understandings*

**Communities change over time.**

**Elected leaders make choices for their followers.**

*Essential Questions*

How has Virginia changed since the development of Jamestown?

Why did settlers choose Jamestown as a place to settle?

How has my community changed?

<p>c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;</p> <p>d) asking appropriate questions to solve a problem;</p> <p>e) comparing and contrasting people, places, or events in Virginia history;</p> <p>f) recognizing direct cause-and-effect relationships;</p> <p>g) making connections between past and present;</p> <p>h) using a decision-making model to make informed decisions;</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <p><i>Vocabulary:</i> Community Leader Settlement</p> <p>Communities include people with diverse ethnic origins, customs, and traditions.</p> <p>Communities are people united as Americans by common principles.</p> <p>Virginia started at Jamestown, a community of settlers</p> <p>Jamestown is the first permanent settlement in North America</p> <p>Elected officials make decisions in state and local government</p>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <ul style="list-style-type: none"> <li>● Analyze primary and secondary artifacts</li> <li>● Compare and contrast</li> <li>● Make connections between past and present Virginia</li> <li>● Use basic map skills</li> <li>● Create graphs, diagrams</li> </ul>
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<b>Assessment Evidence</b>
<b>How will I know if they can do “it”?</b>
<p><b>Assessments:</b> <i>(tests, performance tasks, projects, papers etc)</i></p>

## Learning Plan

**Summary of Key Learning Events and Instruction:**

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## Geography

### Standards:

#### Content Standards:

1.5 The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the shapes of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and
- e) constructing simple maps, including a title, map legend, and compass rose.

1.6 The student will develop a geographic understanding that

- a) the location of Virginia determines its climate and results in four distinct seasons; and
- b) the landforms of Virginia affect the places people live.

### *Lifelong-Learner Standards*

Seek, recognize, and understand systems, patterns, themes, and interactions.

Explore and express ideas and opinions, using multiple media, the arts, and technology.

### *Enduring Understandings*

**Landforms affect people's lives.**

### *Essential Questions*

How do my surroundings affect my life?

How do I make a useful map?

<p><b>Skills standard:</b></p> <p>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) using artifacts and primary and secondary sources to develop an understanding of Virginia history;</p> <p>b) using basic map skills to support an understanding of Virginia history;</p> <p>c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;</p> <p>d) asking appropriate questions to solve a problem;</p> <p>e) comparing and contrasting people, places, or events in Virginia history;</p> <p>f) recognizing direct cause-and-effect relationships;</p> <p>g) making connections between past and present;</p> <p>h) using a decision-making model to make informed decisions;</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <p><b>Vocabulary:</b></p> <p>Title</p> <p>Map legend</p> <p>Compass rose</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Climate</p> <p>Landforms</p> <p>Physical surroundings of VA effect how people meet basic wants and needs (food, shelter, clothes, transportation, and recreation)</p> <p>The landforms of Virginia affect the places people live.</p> <p>Virginia's climate results in four distinct seasons</p> <p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>● Basic map symbols (land, water, cities, and roads)</li> <li>● Cardinal directions</li> <li>● Shape of United States and Virginia on both a map and a globe</li> </ul>	
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**Assessment Evidence**

**How will I know if they can do “it”?**

**Assessments:**

*(tests, performance tasks, projects, papers etc)*

**Learning Plan**

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**Tradition/Contribution**

**Standards:**

**Content Standards:**

1.2

The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including

b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and

1.3The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on

- a) Powhatan;
- b) Pocahontas;
- c) Christopher Newport;
- d) Maggie L. Walker; and
- e) Arthur R. Ashe, Jr.

1.4 The student will describe the lives of people associated with major holidays, including

- a) George Washington Day (Presidents' Day);
- b) Independence Day (Fourth of July); and
- c) Martin Luther King, Jr., Day.

*Lifelong-Learner Standards*

Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.

*Enduring Understandings*

Citizens make contributions to their communities.

Symbols and traditions reflect the values of our community.

*Essential Questions*

How do I make contributions to my community?

Why are traditions and symbols important?

<p>1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.</p> <p>1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by</p> <p>a) identifying the Virginia flag, state capitol building, state bird, and state flower; and</p> <p>b) describing why people have symbols and traditions.</p> <p>1.13 The student will understand that the people of Virginia</p> <p>b) make contributions to their communities; and</p> <p><b>Skills standard:</b></p> <p>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) using artifacts and primary and secondary sources to develop an understanding of Virginia history;</p> <p>c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;</p> <p>d) asking appropriate questions to</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <p><i>Vocabulary:</i></p> <p>Contribution Commonwealth Symbol Tradition Patriotic</p> <p>Virginia's who have made contributions to Virginia and America:</p> <ul style="list-style-type: none"> <li>● George Washington</li> <li>● Thomas Jefferson</li> <li>● Powhatan</li> <li>● Pocahontas</li> <li>● Christopher Newport</li> <li>● Maggie L. Walker</li> <li>● Arthur R. Ashe, Jr.</li> </ul> <p>We honor our community and country with symbols and traditions:</p> <ul style="list-style-type: none"> <li>● Virginia flag</li> <li>● State Capitol Building in Richmond</li> <li>● Cardinal</li> <li>● Dogwood Flower</li> <li>● American flag</li> <li>● Pledge of Allegiance</li> </ul> <p>We honor important Americans and our country through holidays:</p> <ul style="list-style-type: none"> <li>● President's Day</li> <li>● Independence Day</li> <li>● Martin Luther King, Jr. Day</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <ul style="list-style-type: none"> <li>● Contribute to and honor their communities and country (i.e., class, school, or local)</li> <li>● Recognize and participate in American and local traditions</li> </ul>
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<p>solve a problem;  e) comparing and contrasting people, places, or events in Virginia history;  f) recognizing direct cause-and-effect relationships;  j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p>		
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Assessment Evidence	
How will I know if they can do “it”?	
<b>Assessments:</b> <i>(tests, performance tasks, projects, papers etc)</i>	
Learning Plan	
<b>Summary of Key Learning Events and Instruction:</b>	<b>Resources:</b> (digital, print, adopted, etc.)

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