

SOCIAL STUDIES

First Grade



First Grade Social Studies Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also meeting the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

At the first grade level, students learn to identify events and changes taking place in the school and local community and classify events as taking place “today,” “yesterday,” and “long ago.” They explore geographic relationships in their immediate environment and recognize maps and globes as representations of the Earth. Students have the opportunity to discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. They learn to explain why rules are needed and how to apply rules to different group situations.

Indiana academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in first grade are described below. Skills for thinking, inquiry and participation are integrated throughout.

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The [Grade 1 Indiana Academic Standards for Social Studies](#) serve as the foundation to our curriculum for social studies instruction in Noblesville Schools. These standards are supported through grade-level curriculum maps and materials for all learners.

Units of Study

Table 1: First Grade Social Studies Units of Study

Social Studies Units of Study	Learning Outcomes Learners will...	Reflective Questions that may be included within the unit:
Unit 1: Civics and Government- <i>Citizens Creating Change</i>	<ol style="list-style-type: none"> 1. Define what a citizen is and the characteristics of good citizenship. 2. Identify rights that people have and identify the responsibilities that accompany these rights. 3. Define and give examples of rules and laws in the school and community and explain the benefits of rules and laws. 4. Describe ways that individual actions can contribute to the common good of the classroom or community. 	<ol style="list-style-type: none"> 1. How can I be a good citizen? 2. What are the rights and responsibilities of citizens? 3. How can one person cause positive change in a community? 4. What are the benefits of rules and laws?
Unit 2: History- <i>Past and Present</i>	<ol style="list-style-type: none"> 1. Compare the way individuals in the community lived in the past with the way they live in the present. 2. Use the terms past and present; yesterday, today and tomorrow; and next week and last week to sequentially order events that have occurred. 3. Identify and discuss the origins of American songs, symbols, and celebrations. 	<ol style="list-style-type: none"> 1. What is the relationship of history with the past, present, and future? 2. What can we learn from the past? 3. How have YOU changed? How has our school changed? How has Noblesville changed? How has the US changed?



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Social Studies Units of Study	Learning Outcomes Learners will...	Reflective Questions that may be included within the unit:
Unit 3: Economics- <i>Goods and Services</i>	<ol style="list-style-type: none"> 1. Explain how people exchange goods and services to get things that they need or want. 2. Identify goods that people use and services that people do for each other. 3. Describe how people are both producers and consumers. 	<ol style="list-style-type: none"> 1. How does exchanging goods and services benefit our communities' wants and needs? 2. What are goods and services? 3. How are goods and services produced and consumed? 4. What choices do we make with our money?
Unit 4: Geography- <i>Connecting to Our Physical World</i>	<ol style="list-style-type: none"> 1. Use maps and globes for their various purposes such as finding landmarks, sites, and getting from place to place. 2. Collaborate with peers to accomplish a task using maps and globes and their special features. 	<ol style="list-style-type: none"> 1. How do map symbols, map key, and compass rose help us understand the story a map is telling us? 2. What features on a map or globe help us understand the story of the area? 3. How do the features in an area shape the way the people in that area live?