

# Grade 1

## Social Studies Curriculum

### Unit 1: Rules and Laws

#### Enduring Understandings:

- Citizens develop rules and laws to govern and protect themselves.
- Citizens know important symbols of the United States and respect them.
- Citizens understand the importance of respecting themselves, and others.

#### Essential Questions:

- What kinds of things do "good" citizens do?
- Can symbols help us understand ourselves and our country?

#### NYS Social Studies Framework:

#### **1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.**

1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions.

1.3b Traits of a responsible citizen include respecting others\*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.

1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.

#### **1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.**

1.4a Rules and laws are developed to protect people's rights and for the safety and welfare of the community.

1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.

1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.

#### Vocabulary:

allegiance, bully, citizen, citizenship, consequence, constitution, display, indivisible, justice, liberty, nation, pledge, represent, republic, respect, responsibility, rights, rules, symbol

#### Knowledge and Skills:

*Students will demonstrate increasing awareness and competence in the following areas:*

- key vocabulary
- rules and laws are made to provide safety and order in a community
- the rules are made by the people in charge or by the majority
- when a person breaks a rule there will be a consequence
- the symbols that represent the United States including our flag, the Statue of Liberty, Great Seal, Bald Eagle, Liberty Bell
- the role symbols play in personal life and as representatives of community values.
- a citizen of the United States has both rights and responsibilities

- use the vocabulary in this unit
- compare and contrast rules throughout the school community
- complete a T-chart
- participate in class discussions in planning classroom rules
- identify the consequences of breaking rules
- assume responsibility for carrying out class rules
- identify and interpret symbols
- work cooperatively
- sort items into correct categories

## Unit 2: We Are Family

### Enduring Understandings:

- Families are similar and different.
- Families grow and change over time.
- In every family, members have rules and responsibilities and help one another.

### Essential Questions:

- How are families alike and different?

### NYS Social Studies Framework:

#### **1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.**

1.1a Families are a basic unit of all societies, and different people define family differently.

1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.

1.1c Awareness of America's rich diversity fosters intercultural understanding.

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.

#### **1.7 Families have a past and change over time. There are different types of documents that relate family histories.**

1.7a Personal and family history is a source of information for individuals about the people and places around them.

1.7b Families change over time, and family growth and change can be documented and recorded.

1.7c Families of long ago have similarities and differences with families today.

1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.

### Vocabulary:

Adoption, brother, celebration, change, chores, contributing, culture, custom, different, divorce, entertainment, extended family, family, father, generation, holiday, household, interview, primary source, secondary source, sister, step brother, step father, step mother, step sister, teamwork, tradition, Venn diagram

## Knowledge and Skills:

*Students will demonstrate increasing awareness and competence in the following areas:*

- key vocabulary
- different types of families exist
- as time passes, families grow and change
- all families have some similarities and some differences
- in every family members have roles and responsibilities to help the family function as a unit
- the roles and responsibilities of family members are different in each family and can change
- use the vocabulary in this unit
- compare and contrast ideas
- draw inferences
- be aware and respectful of diverse traditions and customs
- get and organize information
- look for patterns
- apply, analyze, and synthesize information
- define terms
- respect varying points of view
- work cooperatively

## Unit 3: Unity in Community

### Enduring Understandings:

- A community is a place where people live, work, learn and play.
- Citizens have certain roles and responsibilities within communities.
- Citizens must respect and communicate with other members of the community.
- A map is a drawing of real places in communities and use symbols to represent them (schools, parks, and roads)

### Essential Questions:

- What does a community need to be successful?

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create and enforce laws, and help resolve conflicts.

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### **1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.**

1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.

1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.

#### **Vocabulary:**

business, cartography, community, compass rose, country, direction, environment, goods, interview, job, key/legend, map, natural resources, neighborhood, physical map, reporter, role, service, state, street, symbol, town, world

#### **Knowledge and Skills:**

*Students will demonstrate increasing awareness and competence in the following areas:*

- key vocabulary
- types of jobs within a community necessary for communities to function: service, business, and governmental jobs
- how a map displays places in the school and local community
- the relation of the student to the world community
- how to classify changes as positive or negative
- formulate relevant questions
- collect information and take notes from interviews, Read-alouds, and web sites
- conduct interviews
- describe the role of various community helpers
- apply information
- create a riddle
- define and use terms related to community
- read a map and identify symbols
- locate places on a map
- assume responsibility for carrying out a task
- work with other students

## **Unit 4: Economics**

#### **Enduring Understandings:**

- Needs and wants are different and must be fulfilled in order for people to live.
- Scarcity occurs when people's needs exceed their resources.
- Community members work together to meet their needs and wants.
- Individuals and communities need to make informed decisions about how to save and budget.

#### **Essential Questions:**

- How do people in a community fulfill their needs and wants?

## **NYS Social Studies Framework:**

### **1.9 People have many economic wants and needs, but limited resources with which to obtain them.**

1.9a Scarcity means that people's wants exceed their limited resources.

1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.

1.9c People use tools, technologies, and other resources to meet their needs and wants.

### **1.10 People make economic choices as producers and consumers of goods and services.**

1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.

1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.

1.10c People and families work to earn money to purchase goods and services that they need or want.

1.10d People make decisions about how to spend and save the money that they earn.

## **Vocabulary:**

allowance, choice, community, community helpers, decide, demand, goods, human resources, income, job, goal, needs, opportunity cost, option, resources, savings, scarce, scarcity, select, services, supply, wants, work

## **Knowledge and Skills:**

*Students will demonstrate increasing awareness and competence in the following areas:*

- key vocabulary (see Unit Glossary)
- people have wants and needs
- people need to work to earn money to fulfill needs and wants
- scarcity exists when people's needs exceed their limited resources causing them to make choices
- communities provide facilities, goods, and services to help people fulfill their needs and wants
- people make to make decisions on how to use the money they earn
- compare and contrast needs and wants
- identify jobs that will help people earn income
- identify the cause and effect of scarcity
- identify people in the community and the goods and services they provide
- use decision making skills to determine how to use money
- conclude how money can be used by the individual and in the community
- complete a Constructed Response Question independently