FIRST GRADE

Living and Working Together in Community and State

The goal of the first-grade curriculum is to help students acquire knowledge regarding their place in the local community and in the state. First graders gain a deeper sense of the role of effective citizenry in a democratic society as they develop an awareness of their basic rights and responsibilities as citizens, including the laws designed to protect them. Students continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the use of real-life examples. They develop an understanding of historical events within the community and state by comparing life today to life long ago.

As students study concepts in economics, geography, history, and civics and government, they learn about people in different times and places. Extensive use of literature promotes students' understanding of cultures, traditions, and societal groups within the community and state. A thematic approach to instruction includes active, hands-on participation through activities that include opportunities for exploration and discovery. Activities designed for diverse learning styles allow students to understand the relationships among people, places, and events of the community and the state, thus making lessons meaningful to their lives.

Students will:

E	G	H	CG
	✓	✓	

1. Construct daily schedules, calendars, and timelines.
    - Using vocabulary associated with time, including *past*, *present*, and *future*

E	G	H	CG
✓			✓

2. Identify rights and responsibilities of citizens within the local community and state.
    - Describing how rules in the community and laws in the state protect citizens' rights and property
    - Describing ways, including paying taxes, responsible citizens contribute to the common good of the community and state
    - Demonstrating voting as a way of making choices and decisions

E	G	H	CG
	✓		✓

3. Recognize leaders and their roles in the local community and state. 
    - Describing roles of public officials, including mayor and governor 
    - Identifying on a map Montgomery as the capital of the state of Alabama 

E	G	H	CG
		✓	

4. Identify contributions of diverse significant figures that influenced the local community and state in the past and present.

Example: Admiral Raphael Semmes' and Emma Sansom's roles during the Civil War

E	G	H	CG
	✓	✓	

5. Identify historical events and celebrations within the local community and throughout Alabama.

Examples: Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery Bus Boycott, Black History Month

- Differentiating between fact and fiction when sharing stories or retelling events using primary and secondary sources
  Example: fictional version of Pocahontas compared to an authentic historical account

E	G	H	CG
		✓	✓

6. Compare ways individuals and groups in the local community and state lived in the past to how they live today.

- Identifying past and present forms of communication
  Examples: past—letter, radio, rotary-dial telephone
  present—e-mail, television, cellular telephone
- Identifying past and present types of apparel
- Identifying past and present types of technology
  Examples: past—record player, typewriter, wood-burning stove
  present—compact diskette (CD) and digital video diskette (DVD) players, video cassette recorder (VCR), computer, microwave oven
- Identifying past and present types of recreation
  Examples: past—marbles, hopscotch, jump rope
  present—video games, computer games
- Identifying past and present primary sources
  Examples: past—letters, newspapers
  present—e-mail, Internet articles

E	G	H	CG
✓	✓		

7. Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment.

Examples: occupational—commercial fishing and tourism in Gulf coast areas
recreational—camping and hiking in mountain areas, fishing and waterskiing in lake areas

E	G	H	CG
	✓		

8. Identify land masses, bodies of water, and other physical features on maps and globes.

- Explaining the use of cardinal directions and the compass rose
- Measuring distance using nonstandard units
  Example: measuring with pencils, strings, hands, feet
- Using vocabulary associated with geographical features, including *river*, *lake*, *ocean*, and *mountain*

E	G	H	CG
✓	✓		

9. Differentiate between natural resources and human-made products.
   - Listing ways to protect our natural resources
     Examples: conserving forests by recycling newspapers, conserving energy by turning off lights, promoting protection of resources by participating in activities such as Earth Day and Arbor Day

E	G	H	CG
✓			

10. Describe the role of money in everyday life.
    - Categorizing purchases families make as needs or wants
    - Explaining the concepts of saving and borrowing
    - Identifying differences between buyers and sellers
    - Classifying specialized jobs of workers with regard to the production of goods and services
    - Using vocabulary associated with the function of money, including *barter*, *trade*, *spend*, and *save*

E	G	H	CG
✓	✓	✓	

11. Identify traditions and contributions of various cultures in the local community and state.
    Examples: Kwanzaa, Christmas, Hanukkah, Fourth of July, Cinco de Mayo

E	G	H	CG
✓		✓	

12. Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.