

Social Studies

Topic: Civics and Government

Grade: 1

Learning Outcomes		Teaching/Learning Strategies
<ol style="list-style-type: none"> 1. Give examples that show the meaning of the following words: politeness, achievement, courage, honesty, and reliability. 2. Identify the current President of the United States and describe what Presidents do. 3. Recognize that they get their authority from a vote by the people. 		<ul style="list-style-type: none"> • Draw pictures from students’ own experiences related to the vocabulary words. • Draw a picture of the current president. • Read, <u>Hail to the Chief</u> by Don Robb to help explain the president’s duties and roles. • Discuss the rule-making process of democracy through voting.
In alignment with MA State Frameworks’ Standards: (LS1.2)		
Values/Attitudes	Resources	Assessment
<ul style="list-style-type: none"> • Responsible decision-making. • Respect for another’s opinion. • Civic responsibility shaped by Christian values. • Develop an awareness of correct terminology. • Investigate the qualities of leadership. • Promote cooperation. • Reflect on the moral obligations of leadership. 	<p>www.whitehouse.gov www.kidlink.org/kidcafe/main.html www.kidsvotingusa.org/ www.pathfinder.com/tfk <u>Hail to the Chief</u> by Don Robb <u>Our Country</u> by Frank Murphy <u>The Vote: Making Your Voice Heard</u> by Linda Sher <u>The Voice of the People</u> by Betsy C. Maestro <u>Elections</u>-Teacher Created Materials, Inc.</p>	<ul style="list-style-type: none"> • Children work in groups to create a classroom book utilizing the vocabulary words. • Gain practice as leaders by providing opportunities through role-playing. • Hold a mock election in the classroom. • Write new words in their personal dictionaries.

Social Studies

Topic: Economics

Grade: 1

Learning Outcomes		Teaching/Learning Strategies	
<ol style="list-style-type: none"> 1. Discuss and give examples of products (goods) that people buy and use. 2. Discuss and give examples of services that people do for each other. 3. Examine the specialized work that people do to manufacture, transport, and market goods and services. 		<ul style="list-style-type: none"> • Classify grade appropriate words and pictures into goods and services. • Compare and contrast goods and services using a T-chart. • Discuss economic activities that occur in cities and sort them into the production of goods or the provision of a service. • Write a brief expository description of a type of job that a person does and whether the end result is an example of a good or service. 	
Values/Attitudes	Resources	Assessment	
<ul style="list-style-type: none"> • Relate activities to responsible consumerism, community service and cooperation. • Equitable distribution of goods and services. • Cooperating for the common good. • Working with others to produce a finished product, • Appreciate the wealth in the diversity of God’s creations. 	<p>www.harcourtschool.com/activity/cities/</p> <p>www.kidsbank.com</p> <p>www.practicalmoneyskills.com</p> <p>www.eduplace.com/ss/act/picture.html</p> <p>“Social Studies Mini-Units” Grades 1-2, Instructional Fair, Inc.</p> <p>“Clearly Social Studies” Grade 1 McGraw-Hill</p> <p>“Where Does It Come From?” Evan-Moor</p>	<ul style="list-style-type: none"> • Students will create a class book to illustrate and describe different types of jobs. • Children role-play the work people do. • Use a T-chart from the strategies. Children use a blank T-chart to draw and color pictures of producing goods and providing services. Students must explain why a picture was placed in a particular category. 	

Social Studies

Topic: Geography

Grade: 1

Learning Outcomes		Teaching/Learning Strategies			
<ol style="list-style-type: none"> 1. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. 2. Identify and illustrate cardinal directions, illustrate (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. 3. Define and locate the North and South Poles and the equator. 4. Differentiate between a continent, mountain, river, lake, and ocean. 		<ul style="list-style-type: none"> • Label the walls in the classroom: north, south, east, and west. • Construct a simple map of the classroom including title, compass rose, and key symbols. • Locate on a map, their community, the State of Massachusetts, the United States, the seven continents, and the four oceans. • Make a model to correlate vocabulary words for landforms. • Make flashcards for relative location words. 			
In alignment with MA State Frameworks' Standards: (LS1.1)					
Values/Attitudes		Resources		Assessment	
<ul style="list-style-type: none"> • Pride in one's town, city, state, nation, and world. • Appreciate the vastness of God's world. • Encourage the use of correct terminology. • Responsible decision-making. • Reflect real-world applications. • Analyze through maps. 		<p>www.enchantedlearning.com/geography</p> <p>www.nationalgeographic.com/geospy</p> <p>www.kididdles.com/mouseum/no19.html</p> <p>Scholastic: "Marvelous Map Activities for Young Learners"</p> <p>"Know Your States" Frank Schaffer Publications, Inc.</p> <p>"Map Skills" Scholastic Book Series</p>		<ul style="list-style-type: none"> • Guide children to an object in the classroom using the cardinal directions when the student(s) finds the object, let him or her guide a classmate to another object in the room using the cardinal directions. • Children label a map to show their understanding of landforms. • Use map and globe skills to determine the locations of places and interpret information through the map's legend, scale and symbolic representations. 	

Social Studies

Topic: History

Grade: 1

Learning Outcomes		Teaching/Learning Strategies	
<ol style="list-style-type: none"> Classify temporal sequences such as days, weeks, months, years, and seasons. Apply correct words and phrases related to time (now, in the past, in the future). Recognize the existence of changing historical periods (other times, other places). Organize events in students' own lives in chronological order. Read dates on a calendar and associate them with days of the week. 		<ul style="list-style-type: none"> Develop an understanding of the calendar through the Daily Calendar Activities. Make a word wall of time vocabulary. List events that have occurred in the children's lives from the past to the present. Chart class routines for each day of the week. Compare things then and now and how it will affect our future as to how things were done in the past, how we do things differently today, and what it might be like in the future. 	
In alignment with MA State Frameworks' Standards: (LS1.6, 1.8, 1.9)			
Values/Attitudes	Resources		Assessment
<ul style="list-style-type: none"> Themes evoke thinking about the human experience. Reflect real world applications. Develop an awareness of correct terminology. Appreciate our human ability to think and communicate. Encourage creativity. 	<p>www.geocities.com/Athens/Olympus/4459/months.html</p> <p>www.enchantedlearning.com/rhymes/mondayschild.html</p> <p><u>All Year Long</u> by Nancy Tafuri</p> <p><u>Emily's First 100 Days of School</u> by Rosemary Wells</p> <p>"Clearly Social Studies" Grade 1-McGraw-Hill</p> <p><u>Four Stories for Four Seasons</u> by Tomie de Paola</p>		<ul style="list-style-type: none"> Create a favorite month calendar page. Include holidays in the month and add a picture to show why it is their favorite month. Children use the word wall words to create a classroom book about temporal sequences. Make a chronological timeline of the important times in their lives. Find examples of some changes from long ago and today. Make an album of changes.

Social Studies

Topic: United States Symbols, Events and Holidays

Grade: 1

Learning Outcomes		Teaching/Learning Strategies	
<ol style="list-style-type: none"> 1. Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning and to sing national songs. 2. Locate Boston on a map and identify it as the capital of Massachusetts. 3. Identify and explain the meaning of American national symbols. 4. Locate Washington, D.C. on a map and identify it as the capital of the United States of America. 5. Give reasons for celebrating the events or people commemorated in holidays. 		<ul style="list-style-type: none"> • Recite the Pledge of Allegiance • Sing songs that express American ideals. • Compare and contrast the original Pledge written in 1892 to the one we say from 1954. • Locate Massachusetts and find the capital Boston on the map. • Discuss the location of Washington, D.C. and that as our nation’s capital it has a special map symbol. • Show familiarity with American and state symbols. • Find National holidays on a calendar. 	
<p>In alignment with MA State Frameworks’ Standards: (LS1.1, 1.3, 1.4, 1.5)</p>			
Values/Attitudes	Resources		Assessment
<ul style="list-style-type: none"> • Respect ourselves and others as God’s creation and gift. • Value our cultural heritage and the heritage of others. • Love of country. • Respect ideas of others. • Reflect real world applications. • Promote working independently. • Evoke thinking about the human experience. 	<p>bensguide.gpo.gov/k-2/index.html</p> <p>www.kidport.com/gradek/socialstudies/americansymbols.html</p> <p>www.whitehouse.gov/kids/index.html</p> <p>www.massachusettsexperience.com</p> <p><u>CAPITAL!</u> by Laura Krauss Melmed</p> <p><u>I Pledge Allegiance</u> by Bill Martin Jr. and Michael Sampson</p> <p>“Symbols of the U.S.A.” McGraw Hill Children’s Publishing</p>		<ul style="list-style-type: none"> • Guide children to put the Pledge in their own words to increase their understanding of difficult vocabulary. • Children create their own Pledge about something they believe in. • In the outline of MA., make a collage using the state motto, state flag, state bird, state tree, state horse, and state flower. • Make a chronological timeline of National holidays.