

Subject: Social Studies

Grade: 1

Hallsville R-IV Elementary

1st Grade Social Studies

[Rationale](#) | [Course Description](#)

Curriculum Strands

- [History](#)
- [Geography](#)
- Civic-Political
- [Social-Cultural](#)
- [Economics](#)

Rationale:

Children need to be exposed to a variety of experiences so they may become more aware of the world around them. These experiences will help strengthen their knowledge of how to become an informed, responsible, and productive member of society.

Course Description:

Social studies in the first grade is integrated into the communications and mathematics curriculum. History: Students are exposed to historical events and their relationships from the past to the present. Geography: Students will interpret maps and explore how people relate to their environment. Civic-Political: Students are working on the basic principles of understanding the rights and responsibilities of citizens. Social-Cultural: First graders are introduced to their role as individuals in a group or social environment. Economics: First grade students learn about the basic principles of needs and wants.

Concept: Geography

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Topic Objective:
1. All students will demonstrate proficiency in the knowledge of the major elements of geographical study and analysis (such as location, place, movement, region) and their relationship to changes in society and their environment.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1A. Use a compass rose to identify cardinal directions.</p> <p>1B. Identify and use visual and graphic aids (globe, maps, land, water)</p> <p>1C. Locate a place by pointing it out on a map and by describing its relative location (description of a location by explaining where the place is in relation to one or more other places)</p> <p>1D. Locate places of significance on maps and globes (Missouri, United States, Mexico)</p> <p>1E. Create and use a simple map to identify the location of places in the classroom, in the school or on the playground.</p> <p>1F. Locate Mexico on a map, and discuss some geographical features.</p>	1.6	SS 5			<p>1A Compass Rose: Label the directions.</p> <p>1B Maps: Find different ways to get from one place to another on a map.</p> <p>1B Aids: Given a map and/or picture of a globe, color land and water areas in the United States, Missouri and Mexico.</p> <p>1C Location: Follow oral directions (N, E, S, W) to move around the room.</p> <p>1E Map: Construct a simple classroom map and locate personal seat.</p> <p>1E Atlas: Prepare a class atlas of student-made maps of the classroom.</p> <p>1F Globe: Point to Mexico on a globe.</p>	<p>Oral Assessments (Scoring Guide)</p> <p>1 A, B, C Treasure Map: Using cardinal directions (Scoring Guide)</p> <p>1D (PE) Map of Missouri, United States, and Mexico: (Scoring Guide)</p> <p>1A - F Weekly Reader Activity Pages: Map skills (Scoring Guide)</p> <p>1E (PE) Classroom Map: (Scoring Guide)</p> <p>Teacher Observation</p>

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Resources:

Weekly Readers
Maps of United States/Missouri/Mexico
Books with maps
State Standard 7 - Tools of Social Science Inquiry
The Mailbox - Social Studies - Grade 1

Instructional Methods:

Cross-Curricular Connection:

1. Subject integrated into Reading, Language and Writing classes.

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
W = Workplace Skills
T = Technology Skills

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Topic Objective:
2. All students will demonstrate proficiency in the knowledge of continuity and change in the history of Missouri, the United States, and the world.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Identify historic figures such as: George Washington, Abraham Lincoln, Martin Luther King, Jr., Pilgrims, and the current President of the United States.</p> <p>2B. Identify selected national and state patriotic symbols (such as the U.S. and MO flags, the American Bald eagle, Pledge to the Flag, and Statue of Liberty) to reflect American love of individualism, inventiveness, and freedom.</p> <p>2C. Participate in discussion of current events.</p> <p>2D. Discuss selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, Veterans Day, Arbor Day, and President's Day.</p> <p>2E. Compare the observation of holidays and celebrations past and present.</p>	1.9	SS 2			<p>2A-E Weekly Reader: Activity pages and current information.</p> <p>Read, listen to and view biographies that illustrate values and accomplishments of Presidents Lincoln and Washington.</p> <p>2B Book/Bumper Sticker: Create a book/bumper sticker of American symbols.</p> <p>2B American Pride Top Ten: Poster about the top 10 best things about the United States.</p> <p>2B "Celebrate America" Day: Scheduled activities to "celebrate America".</p> <p>2D Book: Create a book of given holidays.</p> <p>2E Class Visitors: Invite grandparents/community members to speak about their past.</p>	<p>2A-E Weekly Reader: Activity page (Scoring Guide)</p> <p>2A - F Teacher Observation: (Scoring Guide)</p> <p>2A - F Books and Timeline: (Scoring Guide)</p> <p>2B A Salute to United States Symbols: Identifying U.S. symbols.</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
2F. Create a timeline.					2A, B, D Reading: Read literature of American people, holidays, and symbols. 2F Timeline: Create a personal life timeline.	
Resources: Weekly Readers Literature books State Standard 2 - Missouri, US, and World History The Mailbox - Social Studies - Grade 1				Instructional Methods:		
Enrichment/ Special Needs:						

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Concept: Government

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Topic Objective:
3 All students will demonstrate proficiency in the knowledge of the principles expressed in documents shaping constitutional democracy in the United States; and knowledge of the principles and processes of governance systems.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>3A. Identify problems and problem-solving skills (cooperative discussion, compromise, and voting).</p> <p>3B. Identify the need for following rules, laws, and having responsibilities in the home, school, and community.</p> <p>3C. Identify the responsibilities of authority figures in the home, school, and community.</p> <p>3D. Accept responsibility for personal behavior/belongings.</p> <p>3E. Use voting as a way of making choices and decisions.</p>	4.3	SS 3			<p>3A - E Weekly Reader: Information and back page activities.</p> <p>3A Role Play: Role-play problem and positive /negative solutions. (students disagreeing on who gets to use playground equipment) Brainstorm methods to resolve the dispute.</p> <p>3A - C Poster: Create a poster displaying positive interactions with people</p> <p>3B Rules: Discuss consequences of rule-breaking (at home, at school, in community)</p> <p>3B Book: Create a rules/manners book with character words.</p> <p>3B Duck, Duck, Goose: Rules help a person know what to do.</p>	<p>3A - E (PE) Teacher Observation: (Scoring Guide)</p> <p>3A - C (PE) Books and Posters: (Scoring Guide)</p> <p>3B Hear Ye, Hear Ye!: Understanding classroom rights and responsibilities (Scoring Guide)</p> <p>3B Know The Rules: Rules for home and school (Scoring Guide)</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
					3B Charts: Create (as a group) charts of Classroom Rights and Classroom Responsibilities. 3C Speakers: Invite people of authority to speak explaining their role. 3E Election: Hold a mock election.	

Resources:

Books/Weekly Readers
 State Standard 3 - Principles and Processes of Governance Systems
 The Mailbox - Social Studies - Grade 1

Instructional Methods:

Cross-Curricular Connections:
 1. Subject integrated into Reading, Language, and Writing classes.

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Concept: Economics

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Topic Objective:
4. All students will demonstrate proficiency in the knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
4A. Identify various careers and characteristics for a job well-performed. 4B. Distinguish between wants and needs of family members. 4C. Identify examples for the need to make choices for wants. 4D. Identify ways people exchange goods and services. 4E. Identify the importance of saving and spending money. 4F. Identify differences between producer and consumer.	1.10	SS 4			4A Career Day: Dress-up in a chosen career and give a presentation about that job. 4A Speakers: Invite school/community members to speak about their careers. 4A Books: Read/create books about careers. 4B Poster: Make a poster of wants and needs. 4D Mini-poster: Find and label pictures of goods and services. 4A - F Weekly Reader: Information and activities on back page. 4F Producer/Consumer: Look at classroom list of goods and services and name the producer of the item and the possible consumers.	4A - F (PE) Teacher Observation: (Scoring Guide) 4A, B, D (PE) Books and Posters: (Scoring Guide) 4A - F Weekly Reader: Activity pages (Scoring Guide) 4D (PE) Mini -Book: Goods and services (Scoring Guide) 4F It's Swell To Buy And Sell!: Identify producers and consumers (Scoring Guide)

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Resources:

School and Community Members
Books/Weekly Reader
State Standard 4 - Economic Concepts and Principles
The Mailbox - Social Studies - Grade 1

Instructional Methods:

Cross-Curricular Connection:

1. Subject integrated into Reading, Language, Writing, and Math classes.

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Topic Objective:
5. All students will demonstrate proficiency in the knowledge of relationships of the individual and groups to institutions and cultural traditions.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
5A. Compare and contrast the cultures of Missouri and other regions, specifically the country of Mexico. 5B. Recognize that individuals and groups have similarities and differences. 5C. Identify and describe changes in the family. 5D. Describe the emotional and material needs of individuals in a family.	4.3	SS 6			5A Mexico: Various worksheets and posters. 5A Celebrations: Mexico Culture Day/ Missouri Day 5A, B Speaker: Invite a guest from another culture (Mexico) to visit and talk about their culture. 5B - D Class Book: Bring family photos for a class book to compare differences of families - write about their own family and the differences among the members. 5D Poster: Emotion/Material needs poster.	5A - D Teacher Observation: (Scoring Guide) 5A - D (PE) Posters/Worksheets: (Scoring Guide)

Resources:

Speakers (from Mexico, if possible)
 Books
 State Standard 6 - Relationships of Individuals and Groups to Institutions and Traditions.

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Cross-Curricular Connection:

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