

## **Social Studies - First Grade**

### **Culture**

#### **Content Standard: 1.0**

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

#### **Learning Expectations:**

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

#### **Accomplishments**

1.1.01 Understand the diversity of human cultures.

- a. Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing,
- b. Recognize people learn customs from their culture,
- c. explain the culture of the family and community,
- d. Recognize people use diverse languages to communicate with one another.

1.1.02 Discuss cultures and human patterns of places and regions of the world.

- a. Define multiculturalism,
- b. Explain the culture of a place,
- c. Describe the importance of diverse beliefs, customs, and traditions of families.

1.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

- a. Understand individual differences in languages, beliefs, and customs that may be unique to one's culture.
- b. Retell stories from diversely selected folktales, myths, and legends.

### **Economics**

#### **Content Standard: 2.0**

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and

globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus/saving money, and policy making versus decision making.

### **Learning Expectations:**

- 2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of businesses and governments in a market economy.
- 2.03 Understand fundamental economic concepts.

### **Accomplishments**

1.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

- a. Recognize that workers who provide services earn money to meet needs and wants.
- b. Recognize that people advertise goods and services through different forms of communication.
- c. Identify how people exchange goods and services.
- d. Describe the requirements of various jobs and the characteristics of a job well performed.
- e. Describe how specialized jobs contribute to the production of goods and services.

1.2.02 Give examples of how individuals, businesses and governments operate in a market economy.

- a. Recognize that goods and services are exchanged worldwide.
- b. Give examples of industries and the resources needed to operate industries.
- c. Identify examples of goods and services in the home, school, and community.

1.2.03 Understand fundamental economic concepts.

- a. Distinguish the difference between goods and services.
- b. Differentiate between consumers and producers.

### **Geography**

#### **Content Standard: 3.0**

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography:

world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

### **Learning Expectations:**

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

### **Accomplishments**

1.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- a. Recognize that maps and globes are representations or models of specific places.
- b. Locate their home, neighborhood, and school on a visual representation.
- c. Use map symbols and legends to identify locations and directions.
- d. Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions.

1.3.02 Recognize how to identify and locate major physical and political features on maps and globes.

- a. Define what cardinal directions are.
- b. Locate places using cardinal directions on maps and globes.
- c. Locate cities, states, countries, and continents on maps and globes and major bodies of water on maps and globes.
- d. Describe the concept of human features as in cities, buildings, farms, roads, and railroads.
- e. Locate and name the places in school and the neighborhood.
- f. Identify the geographic location of the United States and Tennessee on a globe and a map.
- g. Estimate distances such as from home to school.

1.3.03 Demonstrate awareness of the interaction between human and physical systems around the world.

- a. Explain how land is used for different tasks in the local area.
- b. Define natural resources and explain how people are dependent on them.
- c. Compare and contrast natural and artificial features of the earth.
- d. Describe what weather is.

## **Governance and Civics**

### **Content Standard: 4.0**

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

### **Learning Expectations:**

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

### **Accomplishments**

1.4.01 Discuss the purposes of governance.

- a. Recognize the United States Constitution as the basis for the laws in our country.
- b. Categorize rules and laws we follow as members of a family, school and community.
- c. Explain the purpose of government and give examples of laws that establish order, provide security, and control conflict.

1.4.02 Describe the United States and Tennessee State Constitutions in principle and practice.

- a. Understand that community governments employ various service workers.
- b. Identify leaders in the community, state, and nation.
- c. describe the relationship between local, state, and national government.

1.4.03 Describe the rights, responsibilities, and privileges of citizens living in a democratic society.

- a. Define citizenship and responsibility.
- b. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.
- c. Categorize responsibilities that citizens have to their community, state, and country.
- d. Design a set of rules or laws for a home, classroom, or community.
- e. Recognize family and school rules as compared with those from another culture.

1.4.04 Recognize the knowledge, skills, and attitudes necessary to become contributing citizens.

- a. Recite and explain the meaning of the Pledge of Allegiance.
- b. Understand that voting is a way of making choices and decisions.
- c. Explain how selected customs, symbols, and celebrations reflect an American love of individualism and inventiveness.
- d. Explain selected national and state patriotic symbols such as the United States and Tennessee flags.

## **History**

### **Content Standard: 5.0**

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

### **Learning Expectations:**

- 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 5.02 Understand the place of historical events in the context of past, present, and future.
- 5.03 Explain how to use historical information acquired from a variety of sources.

### **Accomplishments**

1.5.01 Identify major people, events, and issues from Tennessee, United States, and world history.

- a. Recognize some early forms of communication and how communication has changed over time.
- b. Recognize that other countries have a longer history than the United States.
- c. Identify contributions of diverse historical figures that have influenced the community, state, and nation.

1.5.02 Understand the place of historical events in the context of past, present, and future.

- a. Distinguish between the past, present, and future.
- b. Recognize major events in American history.

## **Individuals, Groups, and Interactions**

### **Content Standard: 6.0**

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

**Learning Expectations:**

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, national, and world levels.

**Accomplishments**

1.6.01 Understand the impact of individual and group decisions on citizens and communities.

- a. Work independently and cooperatively to accomplish goals.
- b. Recognize individuals have responsibilities to the group whether as a leader or as a member.
- c. Recognize the importance of individuals and families as part of neighborhoods.

1.6.02 Recognize how groups can impact change at the local, state, national and world levels.

- a. Describe the unique features of one's nuclear and extended families.
- b. Give examples of the tension between the wants and needs of individuals, and groups, and concepts such as fairness, equity and justice.
- c. Recognize that cooperation is necessary in working with a group to complete a task.