

Social Studies Curriculum

First Grade “Where We Are: Time and Place”

Students in first grade continue to learn more about the world in which they live and about the broad concepts of rights and responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Students learn to make decisions with respect for individual responsibility, for others and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others and the two great commandments of loving God and others. Expanding a sense of place and spatial relationships provides readiness for any new geographical learning. Students begin to develop understanding of an economy in which people work both in and outside the home and exchange goods and services for money.

Archdiocese of Santa Fe Standard 1:

History:

Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.

Critical for Mastery in Grade 1

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Demonstrate the use of timelines to show events in relation to one another.	<ul style="list-style-type: none"> • Create a time line. • Put events of own life in order. 	
2. Understand families have a history.	<ul style="list-style-type: none"> • Create a family tree. 	
3. Explain importance of family customs.	<ul style="list-style-type: none"> • Draw a picture of a family custom/tradition and tell why it is important. 	
4. Tell the difference between past, present and future.	<ul style="list-style-type: none"> • Use historical stories to compare past, present and future. 	
5. Recite months of the year.	<ul style="list-style-type: none"> • Morning Calendar. 	

<p>6. Identify celebrations and events important in United States history (i.e., Labor Day, Columbus Day, Veteran’s Day, Thanksgiving, Christmas, New Year’s, Martin Luther King Day, Valentine’s Day, Presidents Day, Cinco de Mayo).</p>	<ul style="list-style-type: none"> • Make booklets with facts about important celebrations and events. • Role play events. 	
<p>7. Recognize major political and social figures in United States history.</p>	<ul style="list-style-type: none"> • Write letters to political leaders. 	
<p>8. Identify figures that model traits of honesty, courage, fairness, loyalty, patriotism (i.e., George Washington, Abraham Lincoln, Martin Luther King Jr.).</p>	<ul style="list-style-type: none"> • Read stories of individuals and discuss traits for which they are known. • Write thank you notes to those in community service (i.e., police, service personnel, etc.). 	
<p>9. Identify United States symbols and their significance and discuss historical events that surround them (i.e., flag, eagle, White House, Statue of Liberty, National Anthem).</p>	<ul style="list-style-type: none"> • Name/Draw a symbol and discuss what it represents. 	
<p>10. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “God Bless America”).</p>	<ul style="list-style-type: none"> • Students recite and sing as a class. 	
<p>11. Develop an awareness of current events in New Mexico.</p>	<ul style="list-style-type: none"> • Make a bulletin board and have students bring in clippings to post. 	
<p>12. Identify the common attributes of the different cultures in New Mexico (Hispanic, Native American, Caucasian) through the study of holidays, customs, traditions, utilizing language, stories, music and art.</p>	<ul style="list-style-type: none"> • Have students discuss and read stories. • Make a Venn diagram comparing various cultures. 	

Archdiocese of Santa Fe Standard 2:

People in Societies, Cultural Diversity and Catholic Identity:

Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.

Critical for Mastery in Grade 1

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Explain the way people from different cultures are the same and different in their food, clothing, homes, language, art and music.	<ul style="list-style-type: none"> • Make a Venn diagram to compare various cultures. 	
2. Name different family and local customs and traditions.	<ul style="list-style-type: none"> • Draw a picture of a tradition that you have in your family. Write a sentence about the picture. 	
3. Identify characteristics of a culture (i.e., language, customs, religion).	<ul style="list-style-type: none"> • Investigate information about different cultures on computer-reports. 	
4. Practice ways to peacefully resolve conflicts.	<ul style="list-style-type: none"> • Role play conflicts and resolutions. 	
5. Understand that being a good Catholic and citizen involves acting in certain ways: <ul style="list-style-type: none"> • Helping people in need (family to global). • Respecting people who are different. • Recognizing that some work is volunteer or service related. • Participating in service projects. • Sharing, caring and helping attitudes towards classmates and teachers. • Demonstrating respect for the rights, 	<ul style="list-style-type: none"> • Draw a picture showing people being good Catholics and/or good citizens. • Role play. • Participate in service projects. 	

opinions, ideas, and property of others.		
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Archdiocese of Santa Fe Standard 3:

Geography:

Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments.

Critical for Mastery in Grade 1

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
1. Describe the natural characteristics of places (e.g., landforms, bodies of water, natural resources, weather).	<ul style="list-style-type: none"> • Create a map showing these characteristics. 	
2. Identify basic landforms and their effect on environment (i.e., mountains, lakes, rivers, plains, oceans).	<ul style="list-style-type: none"> • List kinds of land and water that are near you. 	
3. Identify resources, their uses and roles in daily life.	<ul style="list-style-type: none"> • List resources used each day and why they are needed. 	
4. Develop an awareness of the importance of conservation (recycle, reduce and reuse).	<ul style="list-style-type: none"> • Have a recycle box in classroom. • List reasons why it is important to conserve and protect the land. 	
5. Describe ways that humans depend upon, adapt to and affect the physical environment (i.e., food, clothing, shelter, transportation, recreation).	<ul style="list-style-type: none"> • Name ways people have changed the land. • Make a two column chart with the headings shelter and transportation, and list three things in each. 	
6. Construct simple maps and models using symbols to represent familiar places (e.g., class, school, neighborhood).	<ul style="list-style-type: none"> • Create simple maps with a title and map key. 	

7. Identify own city, state and country and recognize that Canada and Mexico are our neighbors.	<ul style="list-style-type: none"> • Create a drawing of New Mexico. Then label city and state. • Using large classroom map, identify state, country and its neighbors. 	
8. Identify the seven continents and five oceans.	<ul style="list-style-type: none"> • List and locate on map. 	
9. Describe maps and globes as representations of places and phenomena.	<ul style="list-style-type: none"> • Locate New Mexico on a map and then locate the United States on a globe. Discuss/describe the difference between the two. 	
10. Identify and use the four cardinal directions to locate places in community and state.	<ul style="list-style-type: none"> • Using a compass have students follow directions. • Mark directional words in classroom and use when giving directions. 	
11. Create and use simple maps to identify locations within familiar places.	<ul style="list-style-type: none"> • Make a home and school map. 	
12. Classify characteristics of places as human or natural.	<ul style="list-style-type: none"> • Make a comparison chart to list natural and man-made places. 	
13. Describe the Earth-Sun relationship and how it affects living conditions on Earth (e.g., seasons, how weather affects how people live).	<ul style="list-style-type: none"> • Make a four column chart labeled spring, summer, fall, and winter. In each column list or draw recreational activities that people do each season. Describe what they might wear. 	

Archdiocese of Santa Fe Standard 4:

Economics:

Students are able to understand and explain basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.

Critical for Mastery in Grade 1

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Discuss how resources are limited and varied in meeting human needs and effect personal choices.	<ul style="list-style-type: none"> • Discuss water restrictions where you live. • Discuss choices students make with their own allowance. 	
2. Define/Differentiate between needs and wants.	<ul style="list-style-type: none"> • Junior Achievement. • Make a two column chart listing needs and wants. 	
3. Identify how families work to supply their needs and wants.	<ul style="list-style-type: none"> • Junior Achievement. • Draw a picture of what work families do for what they need and want. 	
4. Discuss that some goods are made locally and some elsewhere.	<ul style="list-style-type: none"> • Contact local businesses to talk to students. • Compare product labels. 	
5. Tell how people make, use and trade things.	<ul style="list-style-type: none"> • Role-Play. 	
6. Recognize various forms of United States currency.	<ul style="list-style-type: none"> • Class Store, math manipulatives. 	

Archdiocese of Santa Fe Standard 5:

Government, Civics and Citizenship:

Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.

Critical for Mastery in Grade 1

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Know the purposes of rules and tell what happens when one is not followed.	<ul style="list-style-type: none"> • Make a three column chart with headings: keep order, provide safety, get along. List rules in each category. • Make posters of consequences when rules are not followed. 	
2. Explain how voting can be used to make decisions.	<ul style="list-style-type: none"> • Use voting to make a classroom decision. 	
3. Name and model citizenship traits: trustworthiness, fairness, self-control, respect for others, good sportsmanship.	<ul style="list-style-type: none"> • Make posters showing each trait. • Define/Discuss each trait. • Reward one or two students each month who display these traits. 	
4. Explore, describe, compare and contrast examples of honesty, courage, responsibility and patriotism as reflected through literature.	<ul style="list-style-type: none"> • Read stories that exemplify these traits. Follow up with class discussions. 	
5. Recognize and explain the role of authority figures in providing for the safety and security of individuals.	<ul style="list-style-type: none"> • Use community helpers as figures in roles of authority. 	
6. Identify the President of the United States, current Governor of New Mexico and current city Mayor.	<ul style="list-style-type: none"> • Name current President, Governor, and Mayor. • Create a Venn diagram comparing the jobs of President to Governor and Governor to Mayor. 	

Archdiocese of Santa Fe Standard 6:

Social Studies Skills, Methods and Technology:

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

Critical for Mastery in Grade 1

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Obtain information about a topic by using a variety of oral and visual sources.	<ul style="list-style-type: none"> • Interview the principal, vice principal, secretary, custodian, etc. and give a report. 	
2. Put information in order (Timelines).	<ul style="list-style-type: none"> • Create timelines. 	
3. Sort information in categories.	<ul style="list-style-type: none"> • Refer to Assessments/Strategies for Standard 5 #1. 	
4. Identify the main idea in information. (Teacher guided)	<ul style="list-style-type: none"> • State and discuss the main idea. 	
5. Share information taught with teacher and classmates.	<ul style="list-style-type: none"> • Retell/Restate what was discussed. 	
6. Write phone number, name and complete address.	<ul style="list-style-type: none"> • Write for teacher. 	
7. Use primary sources (i.e., photos, artifacts, and maps).	<ul style="list-style-type: none"> • Bring a family photo or artifact to share. 	
8. Read a calendar.	<ul style="list-style-type: none"> • Daily Calendar. 	
9. Compare globes and maps.	<ul style="list-style-type: none"> • Use 3-D objects to compare. 	
10. Read a map key.	<ul style="list-style-type: none"> • Make a map with a key and five questions using the key. Have a partner answer the questions. 	
11. Read a chart.	<ul style="list-style-type: none"> • Refer to Assessments/Strategies for 	

	Standard 3 #12	
12. Classify objects and places near and far.	<ul style="list-style-type: none">• Have students label things that are near their classroom and things that are far away.	