

SOCIAL STUDIES – GRADE 1

Grade Level Overview

Focus Areas: *Geography, Ecology, Democratic Citizenship, Human Relationships*

The content of the social studies curriculum is based upon Montana Content Standards for Social Studies 1-6. Students will be introduced to and develop the use of maps and globes, recognize the different uses of resources and know the importance of using them effectively and protectively, demonstrate a basic knowledge and understanding of democratic citizenship including rights and responsibilities, and understand the basics of human relationships to include social relationships and cultures. Students will be encouraged to develop and use a variety of skills, including accessing, organizing, analyzing, applying and reporting information in the context of the course content. Students will engage in a variety of learning experiences including literature-based sharing and responding, individual and group projects, multimedia presentations, and performance tasks. Assessment will include written and oral student responses, student-made products and presentations, teacher observation, and performance tasks.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining
2. Demonstrating a Sense of Chronology
 - Practice through discussion of holiday events
3. Identifying, Classifying and Summarizing Ideas
 - Specific skill activities as they apply to identifying, comparing, and classifying
 - Practice with group and individual verbal summaries

B. Communication Skills

1. Writing and Research
 - Sentences as they apply to the material

(Content Strands cont.)

- 2. Listening and Oral
 - Class discussions
 - Respond to reading material
- 3. Reading and Vocabulary
 - Focus on basic terminology
- C. Map and Globe Skills
 - Identification of simple maps
 - Specific map skills
- D. Group Participation Skills
 - 1. Conflict Resolution
 - Discussions related to classroom events
 - Discussion of classroom rules and options for conflict resolution
 - 2. Simulations
 - Group simulations as they apply to topic areas
 - 3. Class Discussion
 - On-going part of class
 - Both teacher- and student-developed topics

Social Studies Content Standards and Benchmarks

Standard 1: Students will demonstrate a grade level knowledge of geography. (SSCS—3)

Benchmarks

1.1 Students will become familiar with maps and globes. (3.4.1, 3.4.4)

Students will:

Essential Learnings		Assessment	Map
1.1.1	demonstrate basic skills in reading a simple map.	V, W, O, P for all.	I, D
1.1.2	identify land, water, ice on a globe.		I, D
1.1.3	identify map symbols.		I, D
1.1.4	locate places in Montana.		I, D
1.1.5	identify a map of Montana.		D
1.1.1	identify a map of the United States.		D
1.1.2	identify a map of the world.		D
1.1.3	identify Montana on a United States map.		I, D
1.1.4	identify the United States on a map of the world.	I, D	

Standard 2: Students will demonstrate a basic knowledge and understanding of ecological principles. (SSCS—1, 5, 6)

Benchmarks

2.1 Students will recognize the different uses of resources and know the importance of using them effectively and protectively. (1.4.3, 5.4.2, 6.4.1)

Students will:

Essential Learnings	Assessment	Map
2.1.1 list renewable and non-renewable resources and their uses.	V, W, O, P for all.	D
2.1.2 compare and contrast the elements of reduction, recycling and reuse.		D
2.1.3 describe different types of pollution.		D
2.1.4 observe Earth Day.		I, D

Standard 3: Students will demonstrate a basic knowledge and understanding of democratic citizenship. (SSCS—1, 2, 3, 6)

Benchmarks

3.1 Students will comprehend democratic rights and responsibilities. (1.4.2, 2.4.5, 3.4.2, 6.4.7)

Students will:

Essential Learnings	Assessment	Map
3.1.1 demonstrate and discuss classroom/school responsibilities in terms of individual and group roles.	V, O, P for all.	D, M
3.1.2 understand group and individual rights and responsibilities. a) understand and follow classroom rules.		D, M
3.1.3 demonstrate behavior appropriate to the environment.		D, M
3.1.4 show respect for others rights.		D, M
3.1.5 compare and contrast group and individual rights.		D
3.1.6 demonstrate principles of majority rule.		I, D
3.1.7 recognize the flag as a symbol of our country.		D
3.1.8 demonstrate proper flag etiquette. a) stand during pledge and presentation of the flag. b) keep flag from touching the ground o floor.		D D
3.1.9 recite the Pledge of Allegiance.		D
3.1.10 understand correct school behavior and discuss necessity for school rules.		D, M

Standard 4: Students will demonstrate a basic understanding of human relationships. (SSCS—3, 4, 5, 6)

Benchmarks

4.1 Students will understand a variety of social relationships and cultures. (3.4.3, 4.4.2, 4.4.4, 5.4.4, 6.4.2-4)

Students will:

Essential Learnings		Assessment	Map
4.1.1	understand a variety of family situations a) describe members of family. b) compare and contrast family structures. c) discuss family members responsibilities.	V, W, O, P	M D, M D
4.1.2	build toward a healthy self-concept.		D
4.1.3	participate in personal safety discussions.		I, D
4.1.4	explore different cultures through holidays and celebrations.		D

Benchmarks

4.2 Students will understand important community components. (5.4.3, 6.4.1)

Students will:

Essential Learnings		Assessment	Map
4.2.1	explain important functions of community workers—law enforcement, fire protection, mail delivery, store keepers.	V, O, P for all.	D for all.
4.2.2	understand interdependency of community workers.		