



2008

Curriculum Framework

Grade One Introduction to History and Social Science

Commonwealth of Virginia
Board of Education
Richmond, Virginia
Approved – July 17, 2008

STANDARD 1.1

The student will interpret information presented in picture timelines to show sequence of events and will distinguish between among past, and present, and future.

Essential Understandings	Essential Questions	Essential Knowledge			Essential Skills															
<p>Past, and present, <u>and</u> future times are different.</p> <p>Everyday life changes in different places and times.</p> <p>The sequence of events can be shown on a timeline.</p>	<p>How have schools changed over time?</p> <p>How have communities changed over time?</p> <p>How has transportation changed over time?</p> <p>How has family life changed over time?</p> <p>What does a timeline show about the past and present?</p> <p><u>How might you a community change in the future?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> Community: A place where people live, work, and play Change: Something that happens to make things different Family: A group of people who care for one another <u>Past: Things that have already happened</u> <u>Present: Things that are happening right now</u> <u>Future: Things that may happen someday</u> <p>Timelines show the sequence of events occurring in the past, or in the present, or future.</p> <table border="1" data-bbox="980 885 1507 1401"> <thead> <tr> <th data-bbox="980 885 1157 933">PAST</th> <th data-bbox="1163 885 1346 933">PRESENT</th> <th data-bbox="1352 885 1507 933"><u>FUTURE</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="980 938 1157 1057"> Schools Small one-room buildings </td> <td data-bbox="1163 938 1346 1057"> Schools Large buildings with many rooms </td> <td data-bbox="1352 938 1507 1057"> <u>Schools</u> <u>Virtual schools</u> </td> </tr> <tr> <td data-bbox="980 1062 1157 1149"> Communities Smaller than today fewer people </td> <td data-bbox="1163 1062 1346 1149"> Communities Larger than in past, more people </td> <td data-bbox="1352 1062 1507 1149"> <u>Communities</u> <u>Larger</u> <u>Online</u> </td> </tr> <tr> <td data-bbox="980 1154 1157 1279"> Transportation Walking, riding horses, or riding in wagons </td> <td data-bbox="1163 1154 1346 1279"> Transportation Riding in cars, airplanes, trains, and space shuttles </td> <td data-bbox="1352 1154 1507 1279"> <u>Transportation</u> <u>Electric and solar cars</u> </td> </tr> <tr> <td data-bbox="980 1284 1157 1401"> Family Life Handmade clothes, homemade games, family vegetable gardens </td> <td data-bbox="1163 1284 1346 1401"> Family Life Store-bought clothes, electronic games, microwave food </td> <td data-bbox="1352 1284 1507 1401"> <u>Family Life</u> <u>Custom clothes</u> <u>online</u> <u>Virtual games</u> </td> </tr> </tbody> </table>			PAST	PRESENT	<u>FUTURE</u>	Schools Small one-room buildings	Schools Large buildings with many rooms	<u>Schools</u> <u>Virtual schools</u>	Communities Smaller than today fewer people	Communities Larger than in past, more people	<u>Communities</u> <u>Larger</u> <u>Online</u>	Transportation Walking, riding horses, or riding in wagons	Transportation Riding in cars, airplanes, trains, and space shuttles	<u>Transportation</u> <u>Electric and solar cars</u>	Family Life Handmade clothes, homemade games, family vegetable gardens	Family Life Store-bought clothes, electronic games, microwave food	<u>Family Life</u> <u>Custom clothes</u> <u>online</u> <u>Virtual games</u>	<p>Gather and classify information.</p> <p>Interpret concepts expressed by pictures.</p> <p>Use timelines.</p> <p>Sequence events in chronological order.</p>
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STANDARD 1.2

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, ~~and~~ George Washington Carver, and Eleanor Roosevelt.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Important deeds were accomplished by people who became American leaders.</p>	<p>What contributions do we remember that were made by George Washington, Benjamin Franklin, Abraham Lincoln, and <u>George Washington Carver and Eleanor Roosevelt?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Contribution: The act of giving or doing something <p>People to know</p> <ul style="list-style-type: none"> • George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first President of the United States. He is known as the “Father of Our Country.” • Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America. • Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a United States President. He was known as “Honest Abe.” • George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans. • <u>Eleanor Roosevelt: She was a leader for equal rights for all people. She volunteered for many organizations.</u> 	<p>Use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Gather and classify information.</p>

STANDARD 1.3

The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Major holidays are celebrated to remember certain important leaders and events of the past.</p>	<p>Why do people celebrate holidays?</p> <p>Who are the people most associated with these holidays?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Holiday: A day on which something or someone is honored or remembered <p>Holidays to know</p> <ul style="list-style-type: none"> • Columbus Day: This is a day to remember Christopher Columbus who was given the credit for discovering America. It is observed in October. • Presidents' Day: This is a day to remember all United States Presidents, especially George Washington and Abraham Lincoln. It is observed in February. • Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America's birthday. It is observed in July. 	<p>Collect, organize, and record information.</p> <p>Use a calendar.</p>

STANDARD 1.4

The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the physical shape of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</p> <p>The United States and Virginia can be identified by their physical shapes on maps and globes.</p> <p>The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.</p>	<p>How are land, water, cities, and roads shown on a map?</p> <p>What are the cardinal directions?</p> <p>Where is the United States located on a globe?</p> <p>Where is the United States located on a world map?</p> <p>Where is Virginia located on a United States map?</p> <p>Where are the capital cities of Washington, D.C., and Richmond, Virginia, located on a United States map?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Map: A drawing that shows what places look like from above and where they are located • Globe: A round model of the Earth • Symbol: A picture or thing that stands for something else • Cardinal directions: The directions of north, east, south, west <p>Map symbols to identify</p> <ul style="list-style-type: none"> • Land • Water • Cities • Roads <p>The terms <i>north</i>, <i>east</i>, <i>south</i>, and <i>west</i> are used to determine location on simple maps.</p> <p>Virginia and the United States may be located by their physical shapes on maps and globes.</p> <p>The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United States map.</p>	<p>Identify and use cardinal directions.</p> <p>Locate areas on maps.</p> <p>Interpret simple maps and globes.</p> <p>Use maps of familiar objects or areas.</p> <p>Differentiate color symbols on maps and globes.</p>

STANDARD 1.5

The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>People who make maps include a map legend.</p> <p>A map legend includes symbols that represent objects and places.</p>	<p>What is included when making a map?</p> <p>What information is learned from a map legend?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Map legend: A list of shapes and symbols used on a map and an explanation of what each stands for <p>Maps include symbols that are pictures that stand for something else.</p> <p>Most maps have legends including symbols that represent objects and places.</p> <p>Maps include the cardinal directions of north, east, south, and west.</p>	<p>Identify and use cardinal directions.</p> <p>Make and use simple map symbols.</p> <p>Draw maps of familiar objects or areas.</p> <p>Use a map legend.</p>

STANDARD 1.6

The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography includes the study of location, climate, and physical surroundings.</p> <p>Location, climate, and physical surroundings affect the way people live.</p>	<p>How does location affect how people live?</p> <p>How does climate affect the way people live?</p> <p>How do physical surroundings affect the way people live?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Location: Where people live • Climate: The kind of weather an area has over a long period of time • Physical surroundings: Land and bodies of water • Season: Any one of the four phases of the year (spring, summer, fall, or winter) <p>Location, climate, and physical surroundings affect the way people <u>in a community</u> meet their basic needs. This including includes:</p> <ul style="list-style-type: none"> • foods they eat, • clothing they wear, and • the kinds of houses they build. <p>Geography affects how people travel from one place to another and determines what is available for recreation.</p>	<p>Identify primary ideas expressed in graphic data.</p> <p>Use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Gather and classify information.</p> <p>Use and explain simple charts.</p>

STANDARD 1.7

The student will explain the difference between goods and services and will describe how people are consumers ~~both buyers and~~ producers ~~sellers~~ of goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Goods and services satisfy people’s needs and wants.</p> <p>People are both buyers and sellers of goods and services.</p> <p><u>People are consumers when they buy or use goods and services.</u></p> <p><u>People are producers when they make goods or provide services.</u></p> <p><u>Most people are both consumers and producers.</u></p>	<p>What are goods?</p> <p>What are services?</p> <p>Who is a buyer?</p> <p>Who is a seller?</p> <p>How are people both buyers and sellers?</p> <p>What <u>Who is a consumer?</u></p> <p>What <u>Who is a producer?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Goods: Things people make or use to satisfy needs and wants • Services: Activities that satisfy people’s needs and <u>needs and</u> wants • <u>Consumer: A person who uses or buys goods and services</u> • <u>Producer: A person who makes goods or provides services</u> • Buyer: A person who uses money to purchase goods or services • Seller: A person who sells goods or services <p>People are buyers when they use money to purchase goods or services.</p> <p>People are sellers when they receive money for their work or for goods or services they provide.</p>	<p>Collect, organize, and record information.</p> <p>Gather and classify information.</p>

STANDARD 1.8

The student will explain that people make choices because they cannot have everything they want.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People make choices because they cannot have everything they want.</p>	<p>What happens when people cannot have everything they want?</p>	<p>People cannot have all the goods and services they want.</p> <p>They must choose some things and give up others.</p>	<p>Make decisions based on information.</p> <p>Explain cause and effect relationships.</p>

STANDARD 1.9

The student will recognize that people save money for the future to purchase goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People can choose to spend or save money.</p> <p>Saving money allows people <u>To save money, people give up spending now in order to buy goods and services in the future.</u></p>	<p><u>What is saving?</u></p> <p>Why do people save money?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Money: What is <u>Paper bills and coins are used to pay for buy</u> goods and services • Savings: Money <u>not spent now put away to keep or to so it can be spend spent later in the future</u> <p>People save:</p> <ul style="list-style-type: none"> • To be ready in case of a problem or opportunity to <u>To buy something later when they have enough money</u> 	<p>Make decisions based on information.</p>

STANDARD 1.10

The student will apply the traits of a good citizen by

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b) recognizing the purpose of rules and practicing self-control;
- c) working hard in school;
- d) taking responsibility for one’s own actions;
- e) valuing honesty and truthfulness in oneself and others; ;
- f) participating in classroom decision-making through voting.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Good citizens show a variety of positive traits.</p> <p>Rules are made so that everyone is treated fairly.</p> <p><u>Good citizens help make decisions in their classroom by voting when the opportunity chance is provided.</u></p>	<p>What are some traits of good citizens?</p> <p>Why are rules necessary?</p> <p><u>Why do people vote?</u></p>	<p>Students can demonstrate good citizenship by</p> <ul style="list-style-type: none"> • Playing fairly • Exhibiting good sportsmanship • Helping others • Treating others with respect • Recognizing the purpose of rules • Practicing self-control • Working hard in school • Taking responsibility for one’s own actions • Valuing honesty and truthfulness in oneself and others • <u>Participating in classroom decision-making</u> <p>Reasons for rules</p> <ul style="list-style-type: none"> • To protect rights of people • To suggest good behavior • To keep people safe <p>Reasons for voting</p> <ul style="list-style-type: none"> • <u>To voice your self-interest opinions when making decisions</u> • <u>To make a decision that is best for the group take part in the process</u> 	<p>Make decisions based on information.</p> <p>Differentiate between points of view held by self and others.</p> <p>Participate in groups and democratic society.</p> <p>Follow oral and written directions.</p>

STANDARD 1.11

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has patriotic symbols and traditions.</p> <p>Patriotic symbols and traditions honor the people and the history of the United States.</p>	<p>What are some patriotic symbols and traditions of the United States?</p> <p>How do citizens demonstrate respect for the American flag and the United States?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Symbol: A picture or thing that stands for something else • Tradition: A custom or belief that happens over a long period of time • Patriotic: Showing respect for and love of country • American flag: A flag representing the United States <p>Patriotic symbols of the United States</p> <ul style="list-style-type: none"> • American flag • Bald eagle • Washington Monument • Statue of Liberty <p>Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.</p>	<p>Identify and explain symbols.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 1.12

The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

- a) have local governments;
- b) benefit from people who volunteer in their communities;
- c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Communities in Virginia include people with different ethnic origins, customs, and traditions.</p> <p>Most Virginians contribute to their communities and are united as Americans by common principles and traditions.</p> <p><u>Communities in Virginia have local governments.</u></p> <p><u>Volunteers help communities.</u></p>	<p><u>Why are local governments important?</u></p> <p>How do people <u>Virginians</u> of different ethnic origins, customs, and traditions participate in and contribute to their community? <u>share common principles?</u></p> <p>What common principles and traditions unite people as Americans?</p> <p><u>Why do communities need volunteers?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> Local government: community decision makers Volunteer: to do helpful work without pay <p><u>Communities in Virginia have local governments that:</u></p> <ul style="list-style-type: none"> • <u>are elected by the people</u> • <u>try to make the community a better place to live and work.</u> <p><u>Volunteers work to make communities better.</u></p> <p>Communities in Virginia include people of different <u>many</u> ethnic origins who come from different places around the world. Most Virginians make valuable contributions to their communities.</p> <p>People celebrate American holidays and traditions in addition to their own cultural holidays and traditions.</p> <p>People in our communities are united as Americans by common principles and traditions, such as</p> <ul style="list-style-type: none"> • celebrating Independence Day (Fourth of July) and • pledging allegiance to the flag– • <u>voting for leaders in elections.</u> 	<p>Interpret ideas and events expressed in the media.</p> <p>Draw conclusions and make generalizations of data.</p> <p>Gather, classify, and interpret information.</p>