

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK 2008



Grade One: Introduction to History and Social Science

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2008*, approved by the Board of Education on July 17, 2008, is a companion document to the 2008 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn.

The Curriculum Framework consists of at least one framework page for every Standard of Learning. Each of these pages is divided into four columns, as described below:

Essential Understandings

This column includes the fundamental background information necessary for answering the essential questions and acquiring the essential knowledge. Teachers should use these understandings as a basis for lesson planning.

Essential Questions

In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

Essential Skills

This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD 1.1

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																				
<p>Past, present, and 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>How might a community change in the future?</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 past: Things that have already happened present: Things that are happening right now future: Things that may happen someday <p>Timelines show the sequence of events occurring in the past, present, and future.</p> <table border="1"> <thead> <tr> <th></th> <th>PAST</th> <th>PRESENT</th> <th>FUTURE</th> </tr> </thead> <tbody> <tr> <th>Schools</th> <td>Small one-room buildings</td> <td>Large buildings with many rooms</td> <td>Virtual schools online</td> </tr> <tr> <th>Communities</th> <td>Smaller than today, fewer people</td> <td>Larger than in past, more people</td> <td>Larger than at present, virtual communities online</td> </tr> <tr> <th>Transportation</th> <td>Walking, riding on horses, riding in wagons</td> <td>Riding in cars, buses, airplanes, trains, and space shuttles</td> <td>Riding in electric and solar cars</td> </tr> <tr> <th>Family Life</th> <td>Handmade clothes, homemade games, family vegetable gardens</td> <td>Store-bought clothes, electronic games, microwaveable food</td> <td>Custom clothes, virtual games online</td> </tr> </tbody> </table>		PAST	PRESENT	FUTURE	Schools	Small one-room buildings	Large buildings with many rooms	Virtual schools online	Communities	Smaller than today, fewer people	Larger than in past, more people	Larger than at present, virtual communities online	Transportation	Walking, riding on horses, riding in wagons	Riding in cars, buses, airplanes, trains, and space shuttles	Riding in electric and solar cars	Family Life	Handmade clothes, homemade games, family vegetable gardens	Store-bought clothes, electronic games, microwaveable food	Custom clothes, virtual games online	<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, 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, George Washington Carver, and Eleanor Roosevelt?</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 president of the United States. 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.• Eleanor Roosevelt: She was a leader for equal rights for all people. She volunteered for many organizations.	<p>Use information from print and nonprint 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 is given 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 shapes 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 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, and west <p>Map symbols to know how 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 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 colored 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 a place looks like from above and where it is 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 one stands for <p>Maps include symbols, which are pictures that stand for something else.</p> <p>Most maps have legends, which include the 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 locations, climate, and physical surroundings.</p> <p>Location, climate, and physical surroundings affect the way people live.</p>	<p>How does location affect the way 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 kinds 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 in a community meet their basic needs. This includes the</p> <ul style="list-style-type: none">• foods they eat• clothing they wear• 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 nonprint 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 describe how people are consumers and producers 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 consumers when they buy or use goods and services.</p> <p>People are producers when they make goods or provide services.</p> <p>Most people are both consumers and producers.</p>	<p>What are goods?</p> <p>What are services?</p> <p>Who is a consumer?</p> <p>Who is a producer?</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 wants• consumer: A person who uses or buys goods and services• producer: A person who makes goods or provides services	<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
People make choices because they cannot have everything they want.	What happens when people cannot have everything they want?	People cannot have all the goods and services they want. They must choose some things and give up others.	Make decisions based on information. Explain cause-and-effect relationships.

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>To save money, people give up spending now in order to buy goods and services in the future.</p>	<p>What is saving?</p> <p>Why do people save money?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• money: Paper bills and coins used to pay for goods and services• savings: Money not spent now so it can be spent in the future <p>People save to buy something later when they have enough money.</p>	<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>Good citizens help make decisions in their classrooms by voting when the chance is provided.</p>	<p>What are some traits of good citizens?</p> <p>Why are rules necessary?</p> <p>Why do people vote?</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 • participating in classroom decision making. <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"> • To voice your self-interest • To take part in the process 	<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

- 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 have local governments.</p> <p>Volunteers help communities.</p> <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.</p>	<p>Why are local governments important?</p> <p>Why do communities need volunteers?</p> <p>How do Virginians of different ethnic origins, customs, and traditions share common principles?</p> <p>What common principles unite Virginians as Americans?</p>	<p>Communities in Virginia have local governments that</p> <ul style="list-style-type: none"> • are elected by the people • try to make the community a better place to live and work. <p>Volunteers work to make communities better.</p> <p>Communities in Virginia include people of many ethnic origins who come from different places around the world.</p> <p>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) • pledging allegiance to the flag • voting in elections. 	<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>