



Modified by LCPS, June 2008

Curriculum Framework

Grade One Introduction to History and Social Science

Commonwealth of Virginia
Board of Education
Richmond, Virginia
2001

At-a-Glance Pacing Suggestions for Grade 1 Social Science, 2008-09

Month	Topic	Instructional Days	Related SOL's	Text Pages Scott Foresman
September	Citizenship Rules, Pledge of Allegiance, Safety	10 days	1.10	Unit 1 Pages 2 - 36
October	Community, Past and Present, Family, Schools, Transportation, Timelines Columbus Day	10 days	1.1,1.6,	Unit 2 Unit 5, Lesson 1, 2, and 5 Unit 6, Lesson 2 and 4
November	Map Skills, land and water, map symbols, Cardinal Directions	10 days	1.4,1.5	Unit 4 Unit 5, Lesson 4
December	Economics, Needs and Wants, Making Choices, Spending and Saving	10 days	1.9, 1.8, 1.7	Unit 3, Unit 4 Lesson 3 and 5
January/February	American Leaders, Abraham Lincoln, George Washington, George Washington Carver, Ben Franklin	10- 15 days	1.3, 1.2	Unit 5, Lesson 5 and 3 Unit 6 Lesson 3
March/April	Map Skills, Virginia and American Symbols	10- 15 days	1.12, 1.11,1.4	Unit 4 Lesson 1 and 2
May and June	Australia, Alaska, Hawaii, Oceania, Independence Day	10 – 15 days	1.4, 1.5, LCPS 1WC.1	H8-14; 46-7; 74-7; 106-7; 154-7; 64-69; 20-1; 62-3; 184-7; 202-07; 212-14. <i>See Also:</i> http://www.convictcreations.com/culture/index.htm http://www.geocities.com/~olelo/home.html http://www.alaskanative.net/ http://www.britannica.com/ebi/article-205834



IMPORTANT FEATURES OF THIS CURRICULUM/PACING GUIDE FOR 2008-09:

The Virginia Department of Education has REVISED the SOLs for History and Social Science, K-12. 2008-09 is a transition year, so this document contains some material that will be ***removed*** for 2009-2010, some that will be ***added*** for 2009-2010, and some that will be ***unchanged***. PLEASE PAY CAREFUL ATTENTION to the following guidelines which explain how this document is organized and coded.

1. All material that is *italicized* will be removed starting with the school year 2009-2010. However it WILL be tested during the school year 2008-09.
2. All material that is **underlined in red** will be added starting with the school year 2009-2010. However, it WILL NOT be tested during the school year 2008-09.
3. All material that is in plain text will not change. It will stay in the curriculum for 2008-09 and for 2009-2010. It WILL BE tested during both years and thenceforward until future revisions from the VADOE.

Material that will be added in 2009-2010 has been included in this guide so that teachers can begin planning for it and including it in their instruction. As always, the SOLs that are identified with italics or plain text constitute the **minimum** total amount of knowledge and skills we expect students to learn in Loudoun County.



Instruction on Internet Safety:

Please review these guidelines with your students before you begin research projects.

1. Students must talk with teachers, librarians, parents, or guardians before going online. The purpose of this conversation is to discuss the purpose of searching online for information, and to establish acceptable and unacceptable websites.
2. Students must never reveal any personal information to anyone or any site online. Students should never give their names, addresses, or other personal information—no matter what online website is asking for it.
3. If unwanted websites “pop-up,” or appear on screen, students must close these right away, and report any “pop-ups” that make them feel uncomfortable to teachers, librarians, or parents.
4. Students must never agree to meet anyone in person who may have communicated with them online. If communication online takes place, students should report this to a teacher, librarian, parent, or guardian.
5. Students must interact with the web in ways that are similar to how they are expected to behave with real people. Students must never disrespect other people online, nor should they use inappropriate language on any interactive sites.

STANDARD 1.1

The student will interpret information presented in picture time lines 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 times are different.</p> <p>Everyday life changes in different places and times.</p> <p>The sequence of events can be shown on a time line.</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 time line show about the past and present?</p> <p><u>How might your 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 now</u> • <u>Future: Things that may happen someday</u> <p>Time lines show the sequence of events occurring in the past, present or future.</p>		<p>Gather and classify information.</p> <p>Interpret concepts expressed by pictures.</p> <p>Use time lines.</p> <p>Sequence events in chronological order.</p> <hr/> <p>Resources: <i>Five Ponds Press</i>, 2005, Grade 1 “Our World Then and Now” Unit 1: History, Chapter 1 Long Ago/Today Pages 4-15</p>
		<p>PAST Schools Small one-room buildings</p>	<p>PRESENT Schools Large buildings with many rooms</p>	
		<p>Communities Smaller than today, fewer people</p>	<p>Communities Larger than in past, more people</p>	
		<p>Transportation Walking, riding horses, or riding in wagons</p>	<p>Transportation Riding in cars, airplanes, trains, and space shuttles</p>	
		<p>Family Life Handmade clothes, homemade games, family vegetable gardens</p>	<p>Family Life Store-bought clothes, electronic games, microwave food</p>	

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 George Washington Carver <u>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> <hr/> <p>Resources</p> <p><i>Five Ponds Press, 2005, Grade 1</i> “<i>Our World Then and Now</i>” Unit 1: History Chapter 2 Great Americans Pages 16 - 23</p>

STANDARD 1.3

The student will study 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> <hr/> <p>Resources</p> <p><i>Five Ponds Press</i>, 2005, Grade 1 "Our World Then and Now" Unit 1: History Chapter 3 Holidays Pages 24 -27</p>

STANDARD 1.4

The student will develop map skills by

- recognizing basic map symbols, including references to land, water, cities, and roads;
- using cardinal directions on maps;
- identifying the physical shape of the United States and Virginia on maps and globes;
- 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, west <p>Map symbols to identify</p> <ul style="list-style-type: none"> Land Water Cities Roads <p>The terms north, east, south, and west 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 color symbols on maps and globes.</p> <hr/> <p>Resources</p> <p><i>Five Ponds Press, 2005, Grade 1 "Our World Then and Now"</i></p> <p>Unit 2: Geography</p> <p>Chapter 4 Maps and Globes</p> <p>Pages 28 - 35</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> <hr/> <p>Resources</p> <p><i>Five Ponds Press</i>, 2005, Grade 1 “Our World Then and Now” Unit 2: Geography Chapter 5 Map Parts Pages 36 -37</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 in a community meet their basic needs. This includes:</p> <ul style="list-style-type: none"> • the foods they eat • the clothing they wear • 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> <hr/> <p>Resources</p> <p><i>Five Ponds Press</i>, 2005, Grade 1 “Our World Then and Now” Unit 2: Geography Chapter 6 Different Lands Pages 38</p>

STANDARD 1.7

The student will explain the difference between goods and services and will describe how people are both buyers and 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><i>People are both buyers and sellers of goods and services.</i></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 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><i>Who is a buyer?</i></p> <p><i>Who is a seller?</i></p> <p><i>How are people both buyers and sellers?</i></p> <p><u>What is a consumer?</u></p> <p><u>What 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 wants • <u>Consumer: A person who uses or buys goods and services</u> • <u>Producer: A person who makes goods or provides services</u> • <i>Buyer: A person who uses money to purchase goods or services</i> • <i>Seller: A person who sells goods or services</i> <p><i>People are buyers when they use money to purchase goods or services.</i></p> <p><i>People are sellers when they receive money for their work or for goods or services they provide.</i></p>	<p>Collect, organize, and record information.</p> <p>Gather and classify information.</p> <hr/> <p>Resources</p> <p><i>Five Ponds Press, 2005, Grade 1 “Our World Then and Now”</i></p> <p>Unit 3: Economics</p> <p>Chapter 7 Things We need and Want</p> <p>Pages 44 - 47</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. <hr/> Resources <i>Five Ponds Press</i> , 2005, Grade 1 "Our World Then and Now"Unit 3: Economics Chapter 8 Making Choices Page 48

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><i>Saving money allows people <u>To save money, people give up spending now in order</u> to buy goods and services in the future.</i></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 used to pay for goods and services• Savings: Money not spent now so it can be spent later <p><u>People save:</u></p> <ul style="list-style-type: none">• <u>To be ready in case of a problem or opportunity</u>• <u>To buy something when they have enough money</u>	<p>Make decisions based on information.</p> <hr/> <p>Resources</p> <p><i>Five Ponds Press, 2005, Grade 1</i> “Our World Then and Now” Unit 3: Economics Chapter 9 Spending and Saving Pages 49</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 classrooms by voting when the opportunity 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><u>Reasons for voting:</u></p> <ul style="list-style-type: none"> • <u>To voice opinions when making decisions</u> • <u>To make a decision that is best for the group</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> <hr/> <p>Resources</p> <p><i>Five Ponds Press</i>, 2005, Grade 1 “<i>Our World Then and Now</i>” Unit 4: Civics Chapter 10 Be Good! Pages 50 -51</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> <hr/> <p>Resources</p> <p><i>Five Ponds Press, 2005, Grade 1</i> “Our World Then and Now” Unit 4: Civics Chapter 11 We Love America! Pages 52</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
- c) include people who have diverse ethnic origins, customs, and traditions, make community contributions and are united in their American 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>Why are local governments important?</u></p> <p>How do <i>people Virginians</i> of different ethnic origins, customs, and traditions <i>participate in and contribute to their community?</i> <u>share common principles?</u></p> <p>What common principles and traditions unite people as Americans?</p>	<p><u>Terms to know</u></p> <ul style="list-style-type: none"> • <u>Local government: community decision-makers</u> • <u>Volunteers to do helpful work without pay</u> <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>Communities in Virginia include people of <u>many</u> different 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) • pledging allegiance to the flag • <u>voting for leaders</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> <hr/> <p>Resources</p> <p><i>Five Ponds Press 2005</i>” „Our World Then & Now”</p> <p>Unit 4: Civics</p> <p>Chapter 12 All Together</p> <p>Pages 56</p>

LCPS 1WC.1

The students will become aware of our multifaceted world by:

- locating Alaska, Hawaii, Australia, and Oceania on a world map
- identifying the people who are indigenous to these areas
- associating specific cultural practices with the people in these regions
- listing the natural resources that exist in these regions
- describing differences in culture between the people of these regions, as well as differences in culture between these regions and the continental United States
- creating lists of similarities that exist between the people of these regions, as well as of similarities between the cultures of these regions and those which mix and mingle in the continental United States

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Alaska, Hawaii, Australia, and Oceania are land regions located in or on the Pacific Ocean.</p> <p>Alaska, Hawaii, Australia, and Oceania have been inhabited by native-born people for a long time.</p> <p>People who are indigenous to these regions have their own practices, beliefs, and ways of life.</p> <p>These regions are rich in natural beauty and resources.</p> <p>The people of these regions have different ways of life, but some commonalities with all other people.</p>	<p>Where is the Pacific Ocean? Where is the Pacific “rim”?</p> <p>Who are the people who have lived there for hundreds of years? How might they have gotten there?</p> <p>How does the location of these regions affect the way people live there?-- What natural resources affect the way people live in these regions?</p> <p>What are some cultural differences of the people who live in these regions? What are some of the cultural similarities of the people who live in these regions?</p>	<p>Alaska, Hawaii, Australia, Oceania are located on the Pacific Ocean.</p> <p>Alaska, Hawaii, Australia, and Oceania have developed, and continue to develop, in a way that is heavily affected by their location in the Pacific, as well as other factors affecting their climate.</p> <p>Cultural differences and similarities can grow and form because of geographical features of the land on which people live.</p>	<p>Read maps with an understanding of both geographical and political features.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Gather, classify, and interpret information.</p> <p>-----</p> <p>Resources: <i>Scott-Foresman</i> gr. 1 TE pp. H8-H14 pp. 54-55, 60-61, 74-77, 106-107, 120-121, 136-139, 148-149, 149-161, 190-195, 258-265.</p> <p><i>Five Ponds Press</i>, gr. 1, “Our World Then & Now”: Chapters 4, 5, and 6.</p> <p>Picture books/atlasses in library collection on Pacific regions.</p>