

SOCIAL STUDIES CURRICULUM

FIRST GRADE

Introduction

The first grade social studies curriculum includes a comparison of the everyday life in neighborhoods and communities in different places and time periods. Students will use maps and globes to identify continents, oceans, and to locate places in Oklahoma and around the world. Students will create their own maps of familiar places. First graders will learn the rights and responsibilities of good citizenship as well as patriotic traditions. In addition, students will study economic concepts, such as scarcity, production, and consumption.

History

- 1. The student will understand that history tells the story of people, places, and events of other times.**
 - a. Identify events as past, present, or future.
 - b. Compare and contrast everyday life in different times and places:
 - *Examine the structure of schools and communities in the past.
 - *Study transportation methods of earlier days.
 - *Study communication methods of earlier days.
 - *Recognize similarities in areas such as work, dress, and recreation.
 - c. Identify the events and people associated with commemorative holidays (e.g. Flag Day, Independence Day, Labor Day, Veterans' Day, Thanksgiving).
 - d. Compare the past to the present by exploring stories of interesting people (e.g. folk tales, poems, songs, legends, holidays, customs).

- 2. The student will recognize that cultural diversity exists in local communities as well as globally.**
 - a. Understand and appreciate that the American community is formed by families of different cultural backgrounds.
 - b. Compare the beliefs, customs, traditions, and social practices of varied cultures.
 - c. Describe a tradition, food, or holiday that has been borrowed (adapted) from another culture.

Geography

- 1. The student will apply basic geographic concepts.**
 - a. Locate the local community (city or town), Oklahoma, the United States, the seven continents, and the four oceans on a map and globe.
 - b. Identify major geographic features on a map (e.g. rivers, lakes, mountains, oceans).
 - c. Describe how climate/weather affects the way people live (e.g. food, clothing, shelter, transportation, and recreation).
 - d. Know the location of home, school, and neighborhood.
 - e. Construct a simple map of a familiar location, using cardinal directions and map symbols.

Civics

- 1. The student will describe the rights and responsibilities of citizenship.**
 - a. Know similarities and differences between rules and responsibilities at home and at school.
 - b. Know responsibilities of authority figures (e.g. parents, teachers, police officers).
 - c. Define and give examples of rules and laws. Describe the consequences of not having rules and laws.
 - d. Discuss some rights that Americans have (e.g. religion, free speech).
 - e. Recognize selected major elected officials (e.g. president, governor, mayor).
- 2. The student will identify the symbols and traditions associated with the United States.**
 - a. Identify traditionally patriotic symbols associated with the United States (e.g. flag, bald eagle, monuments).
 - b. Recognize and learn about patriotic traditions and activities (e.g. reciting the Pledge of Allegiance, singing patriotic songs).

Economics

- 1. The student will understand basic economic concepts.**
 - a. Identify the three basic needs of survival (e.g. food, shelter, clothing).
 - b. Distinguish between a need and a want.
 - c. Describe how people get their basic needs of food, clothing, and shelter (e.g. make/grow their own, trade with others for what they need, and earn money to buy the things they need).
 - d. Compare and contrast different jobs people do for each other.
 - e. Understand the concept of exchange and the use of money to purchase goods and services.

- f. Explain the differences between goods and services. Recognize that people are both buyers (consumers) and sellers (producers).
- g. Recognize that limits on resources require people to make choices about producing and consuming goods and services.