

GRADE 1

Social Studies Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
1. CULTURE	Explore different cultural celebrations; ancestral origins, family tree, diversity within families, language differences, folktales, and family music	<p>Compare and contrast extended families and ancestors; use literature, music, photos, art, religion and languages</p> <ul style="list-style-type: none"> <li>-Create a family tree</li> <li>-Interview family members</li> <li>-Share a variety of folktales</li> <li>-Invite community members from different countries and cultural backgrounds to read folktales from their homes</li> </ul>	<p>Read multicultural literature and folktales such as:</p> <ul style="list-style-type: none"> <li>-<u>Village of Round &amp; Square Houses</u> by Ann Grifalconi</li> <li>-<u>Raven: A Trickster Tale from the Pacific Northwest</u> by Gerald McDermott</li> <li>-<u>Knots on a Counting Rope</u> by Bill Martin, Jr. &amp; John Archambault</li> </ul> <ul style="list-style-type: none"> <li>-Music Resources</li> <li>-Videos</li> <li>-Web Resources</li> <li><a href="http://marcopolo.worldcom.com">http://marcopolo.worldcom.com</a></li> </ul>	<ul style="list-style-type: none"> <li>-Compare traditions of various cultures</li> <li>-Become familiar with various cultures encountered in literature</li> <li>-Retell stories about communities in other times and places that reflect cultural diversity and commonality</li> <li>-Demonstrate an understanding of cultural diversity found in the classroom, the community, and the world</li> <li>-Relate wants and needs to the environment/temperature/climate</li> </ul>
2. TIME, CHANGE, CONTINUITY	Create timelines of activities; reflect on events, family photos; seasonal changes	<p>Develop a personal timeline using highlights of first grade year; include family, community, national holidays and other celebrations</p> <p>Organize according to seasonal changes; observe changes in weather and how plants, animals and people respond to changes</p>	<ul style="list-style-type: none"> <li>-Holiday teacher resources</li> <li>-Calendar resources</li> <li>-Data collection activities</li> <li>-Science resources</li> <li>-Trade books illustrating change e.g.</li> <li>-<u>The Seasons of Arnold's Apple Tree</u> by Gail Gibbons</li> <li>-Web Resources</li> <li><a href="http://marcopolo.worldcom.com">http://marcopolo.worldcom.com</a></li> </ul>	<ul style="list-style-type: none"> <li>-Investigate/celebrate seasonal holidays</li> <li>-Create a timeline illustrating events in one's life</li> <li>-Study and observe growth and changes over time, recording this information in a journal: plants, insects, tadpoles, etc.</li> <li>-Creating and utilizing timelines of class/school events: holidays, projects, programs</li> <li>-Discuss events in the news, making connections to the past, present, and future</li> <li>-Record the number of books read; read aloud, independent reading</li> </ul>

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3. PEOPLE, PLACES, ENVIRONMENTS	Introduction to globes, more maps; different regions' attraction to different people; weather patterns and differences related to seasonal timelines; directionality	<p>Identify a globe as a model of the earth</p> <ul style="list-style-type: none"> <li>-Compare other models with real objects they represent.</li> </ul> <p>Distinguish between land and water on maps and globes</p> <ul style="list-style-type: none"> <li>- Compare housing, clothing and food for students with those in other parts of the world</li> <li>-Relate this to climate and weather</li> <li>-Examine geographical location influences on housing, clothing, and food for students here and in other parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>-Web Resources <a href="http://www.marcopolo-education.org/index.aspx">http://www.marcopolo-education.org/index.aspx</a> <a href="http://www.discovery.com">http://www.discovery.com</a> <a href="http://www.state.ri.us.gov">http://www.state.ri.us.gov</a></li> <li>-Meteorologists</li> <li>-Town Planner</li> <li>-Community members</li> <li>-Roger Williams State Park map presentation</li> <li>-Trade Books, such as: <u>Make Way for Ducklings</u>, by Robert McClosky, <u>As the Crow Flies</u>, by Gail Hartmon, <u>Me on the Map</u>, by Jean Sweeny, <u>Roxaboxen</u>, by Alice McLerran, <u>Will I have a Friend?</u>, by Miriam Cohen, <u>Annabelle Swift</u>, <u>Kindergartner</u>, by Amy Swertz, <u>Rainbow Fish</u>, by Marus Pfisher, <u>Frog and Toad are Friends</u>, by Arnold Lobel</li> </ul>	<ul style="list-style-type: none"> <li>-Locate objects on a classroom map</li> <li>-Draw a Circle Time model showing seating of students</li> <li>-Demonstrate understanding of directionality concepts</li> <li>-Map a playground for a treasure hunt</li> <li>-Distinguish between land masses and bodies of water on maps and globes</li> <li>-Compare features of communities on maps</li> <li>-Measure distances using both non-standard and standard measurement</li> <li>-Give and follow directions using relative terms: to the left/right of, in front of, forward, backward, etc.</li> <li>-Become aware of cardinal terms (north, south, east, west) and associate terms with maps and direction</li> </ul>
4. INDIVIDUAL DEVELOPMENT AND IDENTITY	Primary interest inventory; extend teamwork to external motivation, reward, goals; introduction to individual limitations, disabilities (props)	<p>Devise strategies to promote classroom community; work together to resolve problems; recognize strengths and limitations</p> <ul style="list-style-type: none"> <li>-Interest inventory</li> <li>-Cooperative learning across curriculum</li> <li>-Conflict resolution and character education</li> </ul>	<ul style="list-style-type: none"> <li>-Web Resources <a href="http://www.character.org">http://www.character.org</a> <a href="http://www.teachingtolerance.org">http://www.teachingtolerance.org</a></li> <li>-Teacher resources for differentiating instruction</li> <li>-Teacher resources for cooperative learning</li> <li>-Interest inventory</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate problem-solving behavior e.g. role playing</li> <li>-Demonstrate team work in solving problems within the classroom community</li> <li>-Recognize diversity within the classroom</li> <li>-Propose actions that would be beneficial to the group</li> </ul>

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5. INDIVIDUALS, GROUPS AND INSTITUTIONS	Investigate: -the purpose and variety of institutions in our world -why we attend school -what learning is -how individuals form groups -how groups form institutions	-Identify different institutions (hospital, public safety), services they provide, and their specific responsibilities -Identify ways people in the school and neighborhood depend on each other	-Field trips -Guest speakers -Explore service learning opportunities -Literature resources	-Compare occupations using data from classroom/school surveys -Develop an understanding of specialized work in service industries through the use of classroom resources and role playing
6. POWER, AUTHORITY, GOVERNANCE	Responsibility of authority, communication, cooperation, fairness, consistency, school, town authority structure; conflict resolution, civic life, responsibility, basic understandings of our government	-Discuss purposes of rules and our jobs in making them work or changing them -Identify community authority figures -Develop class rules cooperatively -Group decision making -Develop conflict resolution -Role play various government roles to solve problems -Invite school leaders to share their roles and responsibilities (principals, librarian, counselor)	-School and community officials discuss rules and their importance -Field trips -Literature resources	-Help establish class rules, rewards, and consequences -Define roles and responsibilities of classroom jobs -Role play problem solving behavior -Work cooperatively with others -Respect the thoughts of others -Analyze character traits encountered in literature -Identify school leaders and their roles
7. PRODUCTION, DISTRIBUTION CONSUMPTION	Money for goods, services, rewards, bartering, trading, further differences between wants, needs, recycling, budgeting, saving, basics of supply and demand, jobs and daily economic activity,	-Identify examples of products that people buy and use -Develop an awareness of exchange systems within the family, school, and the community	-School Store, money or credit slips -Community workers, bankers, service industry workers, small business owners	Describe ways people are interdependent within the family, school and the community -Participation in a Career Day -Develop an understanding of specialized work in service industries -Develop an awareness of price in exchange for goods and services

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8. SCIENCE, TECHNOLOGY, SOCIETY	<p>education and work</p> <p>Introduce different modes of technology, and their purpose, convenience, necessity; cause and result of environmental changes, simple machines</p>	<p>-Identify ways people spend money and suggest reasons for saving money -State reasons why it is not possible for people to have all things they want (scarcity-plentiful)</p> <p>- Define technology - Identify ways technology has affected our lives</p>	<p>-Paul Tavares – State Treasurer -Trade books such as: <u>Picking Peas for a Penny</u>, by Angela S. Medearis, <u>Letting Swift River Go</u>, by Jane Yolen, <u>Milk from the Cow to Carton</u>, by Alik</p> <p>-Classroom computers -Workers relating tool/technology use -Vocational Education students -Local meteorologists -Earth Day Activities -Audubon Society of Rhode Island -Trade books such as: <u>A Country Far Away</u>, by Nigel Gray, <u>Mr. Grigg’s Work</u>, by Cynthia Rylant</p>	<p>-Compare work in the local community today to work in the past (survey family members) -Exhibit an appreciation for the way life is enriched by the world community; goods and services, literature, music, art</p> <p>-Present information learned through unit study using technology resources such as, Power Point -Recreate activities learned about other times and places -Locate new information about topics being studied and express understanding in various classroom projects -Study the production process and related concepts related to labor such as, specialization, quality control, pride, creativity, independence through the making of a product; e.g. making cookies</p>
9. GLOBAL CONNECTIONS	<p>Environmental concerns; art, music, humor as global connections; heritage and ethnicity</p>	<p>-Define resources -List examples of the use of natural resources in people's daily lives -Compare family cultures to those of other families throughout the world</p>	<p>-Examples of items in the home, classroom, and neighborhood that come from other countries -Earth Day resources -Multicultural Literature -Signatures Reading Series</p>	<p>-Develop an awareness of environmental problems in local communities -Participate in Earth Day activities -Exhibit an awareness of the ways personal actions benefit or harm the local environment e.g. recycling, littering, volunteering</p>

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<p>10. CIVIC IDEAS, PRACTICES</p>	<p>Voting, rights, responsibility; volunteerism and contributing; discussion, decision-making, classroom jobs</p>	<p>-Recognize how the common good can be strengthened through various forms of citizen’s actions                      -Participate in planning an activity by suggesting and deciding on things needed and jobs to be done</p>	<p>-Audubon Society of Rhode Island                      -Coastal Management Resources                      -BIOMES                       -Classroom jobs                      -Mock elections                      -Law enforcement officials                      -Local government officials                      -Trade books such as: <u>Elmer</u> by David McKee</p>	<p>-Discover why geographic changes occur over time and how these changes affect people who live and work in the area; e.g. natural disasters, weather patterns, new construction                      -Relate land and water use to the physical features of the land in their locality                      -Interview family members to find out about their former homeland and cultural heritage                       -Role play problem solving behavior                      -Develop a respect for human rights including those of individuals and minorities                      -Develop an awareness of the basic values and principles of American democracy                      -Demonstrate behaviors indicative of citizenship within the classroom</p>