



GRADE ONE SOCIAL STUDIES

Historical Understanding: Change Continuity and Casualty

Understand change and/or continuity and cause and/or effect in history

Chronological Thinking

- Distinguish temporal structures (i.e., beginning, middle, and end) in stories and historical narratives (HCPS.SS.1.1.1)

Historical Understanding: Inquiry, Empathy and Perspective

Use the tools and methods of inquiry, perspective and empathy to explain historical events with multiple interpretations and judge the past on its own terms

Historical Inquiry

- Use a variety of primary sources (e.g., artifacts, letters, photographs) to gain an understanding of historical events (HCPS.SS.1.2.1)

History: Historical Content

Understand children, people, and groups in time and place

A Child's Place in History

- Compare own life with those of children in history (HCPS.SS.1.3.1)

Significant Events in American History

- Describe the lives of people who significantly impacted American history (HCPS.SS.1.3.2)

Political Science/Civics: Governance, Democracy and Interaction

Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

Governance, Power, and Authority

- Explain the purpose of rules (HCPS.SS.1.4.1)
- Explain the difference between authority and power (HCPS.SS.1.4.2)

Principles and Values of Democracy

- Explain historical symbols of American nationalism (HCPS.SS.1.4.3)

- Explain shared democratic values, including equality, common good, and individual rights (HCPS.SS.1.4.4)

Political Science/Civics: Participation and Citizenship

Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

Rights and Responsibilities

- Identify rights and responsibilities of community leaders (HCPS.SS.1.5.1)

Cultural Anthropology: Systems, Dynamics and Inquiry

Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

Cultural Systems and Practices

- Describe ways in which own and other cultures express their cultural beliefs and practices through stories and/or legends (HCPS.SS.1.6.1)

Geography: World in Spatial Terms

Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

Human and Physical Characteristics in Spatial Terms

- Construct and use simple maps to represent physical and human characteristics of a community (HCPS.SS.1.7.1)

Economics: Resources, Markets and Governments

Understand economic concepts and the characteristics of various economic systems.

Limited Resources and Choice

- Compare needs and wants (HCPS.SS.1.8.1)

Economic Interdependence

- Explain how people trade or use money to obtain goods and services (HCPS.SS.1.8.2)

Role and Function of Markets

- Define various goods (things that people need or want) and services (jobs people perform that satisfy people's needs or wants) (HCPS.SS.1.8.3)

Role and Function of Markets

- Compare the roles of buyers and sellers and explain how they depend upon each other (HCPS.SS.2.8.4)

Role of Government

- Explain the responsibility of the government to provide goods and services (HCPS.SS.2.8.5)

GRADE ONE PHYSICAL EDUCATION

Movement and Forms

Use motor skills and movement patterns to perform a variety of physical activities

Fundamental Skills

- Use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups (HCPS.PE.K-2.1.1)
- Use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups (HCPS.PE.K-2.1.2)
- Use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups (HCPS.PE.K-2.1.3)

Cognitive Concepts

Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Safety and Play Etiquette

- Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over) (HCPS.PE.K-2.2.1)
- Identify basic rules for safe participation in physical activities (HCPS.PE.K-2.2.2)

Active Lifestyle

Participate regularly in physical activity

Individual, Dual, and Lifetime Activities

- Participate regularly in physical activities (HCPS.PE.K-2.3.1)
- Describe the social and emotional benefits of participating in physical activities (HCPS.PE.K-2.3.2)

Physical Fitness

Know ways to achieve and maintain a health-enhancing level of physical fitness

Fitness and Conditioning-Related Activities

- Identify physiological indicators that accompany moderate to vigorous physical activities (HCPS.PE.K-2.4.1)

Students will learn by:

- Teacher directed lessons
- Small and large group cooperative learning

- Small and large group class discussions
- PowerPoint presentations
- Overhead transparencies
- Online learning resources
- Math Manipulatives
- Flashcards
- DVDs, VHS and audio tapes
- Field Trips
- Reinforcement games

Students will be assessed by:

- In-class assignments
- Individual and/or group projects
- Homework assignments
- Student presentations
- Tests and quizzes
- Class participation
- Oral discussions
- Journal entries
- Book reports
- Work quality

Resources:

- My Math 1, McGraw-Hill Education, 2013
- Literature Works 1, Silver Burdett Ginn, DeLain et al.
- SRA 1 Spelling: Continuous Stroke Handwriting, SRA McGraw-Hill, Roser & Gillet
- Explode the Code, School Specialty Inc., author unknown

- Spectrum Reading: Grade 1, *School Specialty Publishing*
- Sunshine Books: Science Series, *The Wright Group, Shirley, A.*
- Wonders of Learning Kit, *National Geographic Society, NGS*
- Timelinks: People and Places, *Macmillan/McGraw-Hill*, Banks et al.
- Teacher directed resources