

STANDARDS for HISTORY/SOCIAL SCIENCE

First Grade

Students in grade one continue a more detailed treatment of the broad concept of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons and songs that reflect our common heritage.

1.

Students describe the rights and individual responsibility of U.S. citizenship, in terms of

- the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community
- the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

2.

Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by

- using maps and globes to locate their local community, the State of California, the United States, the seven continents and the four oceans

- comparing the information from a three-dimensional model to a picture of the same location
- constructing a simple map, using cardinal directions and map symbols
- describing how location, weather and physical environments affect the way people live, including their food, clothing, shelter, transportation and recreation.

3.

Students know and understand the symbols, icons, traditions of the United States that provide continuity and sense of community across time, in terms of

- the Pledge of Allegiance and the songs that express American ideals (e.g., My Country 'Tis of Thee)
- national holidays and the heroism and achievements of the people associated with them
- American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution and the Declaration of Independence; explain the people and events associated with them.

4.

Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time and others stay the same, in terms of

- the structure of schools and communities in the past
- transportation methods of earlier days
- similarities and differences in the work (inside and outside the home), dress, manners, stories, games and festivals of earlier generations, drawing from biographies, oral history and folklore.

5.

Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents, in terms of

- the ways in which they are all part of the same community, sharing principles, goals and traditions despite their varied ancestry; the forms of diversity in their school and community, and the benefits and challenges of a diverse population
- the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture
- comparisons of the

beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore.

6.

Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of

- the concept of exchange and the use of money to purchase goods and services, the specialized work that people do to manufacture, transport and market goods and services and the contribution of those who work in the home.