

## **GRADE 1**

### **A CHILD'S PLACE IN TIME AND SPACE**

Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children's expanding sense of place and spatial relationships provide readiness to learn new geographical concepts. Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Children begin to develop a sense of an economy in which people work both in and outside the home and exchange goods and services for money.

**Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with Social Studies includes more than reading and writing.**

#### **DEVELOPING SOCIAL SKILLS AND RESPONSIBILITIES**

First graders will develop social skills and responsibility in the classroom and school environment. They will learn the values of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we all must live. Emphasis should be placed on having children solve the social problems that naturally arise in the classroom. Children will learn to problem solve simple situations that naturally occur throughout the school environment.

#### **EXPANDING CHILDREN'S GEOGRAPHIC AND ECONOMIC WORLDS**

The children's growing sense of place and spatial relationships make it possible for them to learn important new geographic concepts. Child will develop a deep understanding of their neighborhood and school. Children can observe firsthand the changes occurring in the landscape. To develop these geographic understandings, children may construct a three-dimensional floor or table map of their immediate area. Such an activity helps develop children's observational skills; teaches the concepts of geographic scale, distance, and relative location; and clarifies for children the spatial relationships among an area's features. Children must have these critical understandings if they are to read and interpret the data that maps represent. These understandings are basic to all subsequent map reading and interpretation skills.

As children begin to acquire some basic understanding of economics, they will make connections between the goods and services that people need and want and the specialized work that others do to manufacture, transport, and sell these goods and services. At the same time, children should be enjoying literature that brings these activities alive and builds empathy toward the many people who work together to get their jobs done.

#### **DEVELOPING AWARENESS OF CULTURAL DIVERSITY, NOW AND LONG AGO**

First graders should study people from their own families and those of their classmates, people from other cultures, people living today, and people from long ago. In developing a literature-enriched study, children discover the many ways in which people, families, and cultural groups are alike and how they are different. Teachers can introduce literature from other cultures for comparison. Throughout this unit, opportunities should be provided for children to discuss and dramatize these stories, discover their moral teachings, and analyze what these stories tell about the culture: its heroes, beliefs, customs, ceremonies, and traditions.

**GRADE LEVEL: GRADE 1**

**NCSS THEMES**

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

**OPI MONTANA STANDARDS**

1. Student access, synthesizes, and evaluates information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

**COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES**

**READING** (Informational)

- RI.KI.1** Ask and answer questions about key details in a text.
- RI.KI.2** Identify the main topic and retell key details of a text.
- RI.KI.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.CS.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.CS.5** Know and use various text features (e.g., headings, tables or contents, glossaries, electronic menus, icons), to locate key facts or information in a text.
- RI.CS.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**WRITING**

- WR.TT.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- WR.TT.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- WR.TT.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- WR.PD.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- WR.PD.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

<p><b>RI.IK.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.IK.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.IK.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.RR.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><b>WR.RB.7</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). Include sources by and about Tribal Nations.</p> <p><b>WR.RB.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about Tribal Nations.</p>
<p><b>IEFA: ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>GRADES K-2: FOCUS AREAS (MULTICULTURAL/ GLOBAL)</b></p>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 Tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Identification of students’ own cultural backgrounds and exposure to cultures different from their own.</li> <li>• Awareness, appreciation, and respect for differences and similarities among Montana Indian Tribal Nations, and other diverse cultural groups in American and world societies.</li> <li>• Identification and location of Montana Indian Tribal Nations.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Students as unique individuals; acceptance and respect for the differences shaping individual identities of other students.</li> <li>• Familiarity with a diverse range of individual perspectives while recognizing human universals.</li> <li>• How individual Native Americans are similar to and different from each other.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Traditions that are still practiced by Indian people in Montana today, as well as traditions still practiced by other cultural groups.</li> <li>• Origin stories and other traditional stories of American Indian Tribal Nations.</li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian Tribal Nations had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservations as communities.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• Stories of subjective experiences by Montana American Indians.</li> <li>• Exposure to and understanding another point of view or way of thinking.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

**ESSENTIAL QUESTIONS – GRADE 1**

- How can I use my social skills when working together in and out of the classroom?
- How does where I live enrich my life (geography and economics)?
- How is my family life the same or different from a family’s life long ago?

**TOPICS AND KEY CONCEPTS - GRADE 1**

<p><b>TOPICS</b></p> <ul style="list-style-type: none"><li>• Developing social skills and responsibilities</li><li>• Expanding geographic and economic worlds</li><li>• Developing awareness of long ago</li></ul>	<p><b>KEY CONCEPTS</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"><li>• Describe what a community is and recognize ways in which we are all part of various communities.</li></ul> <p><b>Civic Ideals and Practices</b></p> <ul style="list-style-type: none"><li>• Understand the importance of personal responsibility in a democratic society.</li></ul> <p><b>People, Places and Environment</b></p> <ul style="list-style-type: none"><li>• Demonstrate basic map skills.</li></ul> <p><b>Production, Distribution and Change</b></p> <ul style="list-style-type: none"><li>• Understand the concept of exchange and the use of money to purchase goods and services.</li></ul> <p><b>Time Continuum and Change</b></p> <ul style="list-style-type: none"><li>• Differentiate between things that happened long ago and things that happened today.</li></ul>
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