

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.

Developing Social Skills and Responsibilities

Most children in the first grade willingly accept responsibility for classroom chores or jobs. With guidance, they should be building the values of responsible classroom participation throughout the school day. Their early understanding of basic civic values can be extended now by emphasizing 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. As in kindergarten, emphasis should be placed on having children solve the social problems that naturally arise in the classroom, for example, problems in sharing supplies or in deciding how best to proceed on a group project when a problem arises. In using this approach, children will learn that problems are a normal and recurring feature of social life and that the children themselves have the capacity to solve many problems. Beyond the problems that normally occur in classrooms, hallways, and playgrounds, teachers can also introduce problems for discussion through reading stories that pose ethical questions appropriate for young children. Through listening to these stories and through the discussions and role-playing activities that can follow, children will gain deeper understandings of individual responsibility and social behavior. Throughout these lessons the teacher's purpose should be to help children develop those civic values that are important in a democratic society.

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. Unless children are new to the area, they probably already have developed a good sense of their neighborhood and the places they regularly go to shop, play, and visit with family and friends. They are now ready to develop a deeper understanding of these places and the interrelationships between these places and the other places, both near and far, that supply their needs. Children can observe firsthand the changes occurring in the landscape, such as new housing developments, and land-use changes that turn rural areas into urban communities. Children can also analyze why these changes are happening and how these changes are affecting their families and others who live there. 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. Throughout these activities children should consult picture files and a variety of print materials for information about these workplaces and the work

people do in them. Comparing such a floor or table map to a picture map of this same area will help children make the connections between geographic features in the field, three-dimensional models, and two-dimensional pictures or symbolic maps. Children should observe that the picture-symbol map “tells the same story” as the floor model but does so at a smaller scale. They should also observe that the picture-symbol map can be hung upright without changing the spatial arrangement of these features and without altering their relationships to one another, for example, the supermarket is still north of the post office. 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.

Once children have developed an educated understanding of their neighborhood, they are ready to examine its many geographic and economic connections with the larger world. For example, children can study the post office, through which letters children mail to relatives and friends are routed for delivery here and abroad. They can consider trucks and railroads that bring products to the community and to the airport that links this place with producers, suppliers, and families throughout the world. Children at this age level should understand that the place where they live is interconnected with the wider world.

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. Through folktales, legends, and traditional stories children discover the many ways in which people, families, and cultural groups are alike and how they are different. In developing a literature-enriched study, teachers should draw first from literature from those cultures represented among the families in the classroom and school. Then, as time allows, 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. By the end of grade one, the children should appreciate the power and pleasure of reading.

*NOTE: Throughout this document, learning targets are identified as knowledge (“K”), reasoning (“R”), skill (“S”), product (“P”) or dispositional (“D”). **Bold** items are essential learning targets.*

Grade 1: Learning Targets

Citizenship - Standard 1: Students describe the rights and individual responsibilities of citizenship.

Competency 1.1: Understand the concepts of the rule-making process in a democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules).

1. I can participate in a classroom vote. *(S)*
2. I can compare the way my classroom votes with the way my school and community votes. *(R)*

Competency 1.2: Understand and demonstrate the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for the rules by which we live, including the meaning of the “Golden Rule.”



1. I can share and take turns with my classmates when working and playing. *(S)*
2. I can respectfully celebrate the success of myself and others. *(S)*
3. I can demonstrate respect for the opinions and rights of others. *(S)*
4. **I can say and demonstrate the “Golden Rule” in my behavior. *(S)***
5. I will pick up after myself and others to keep the school clean. *(D)*
6. I will be honest with myself and others. *(D)*
7. I will demonstrate responsibility for my learning and the learning of my classmates. This means I use class time well and participate in class activities. *(D)*

Citizenship - Standard 2: Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

Competency 2.1: Recognize the Pledge of Allegiance and patriotic songs as signs of citizenship and honor shown toward the United States of America.

1. **I can tell why Americans say the Pledge of Allegiance. *(K)***
2. I can sing patriotic songs. *(S)*

Competency 2.2: Understand the significance of our national holidays, as well as, the heroism and achievements of the people associated with them.

1. I can name national holidays and the people honored by the holiday. *(K)*

Competency 2.3: Identify American symbols and landmarks, such as the flag, bald eagle, Statue of Liberty, Liberty Bell, and the White House.

1. **I can identify the flag, bald eagle, Statue of Liberty, Liberty Bell, and the White House as American symbols and landmarks. (K)**

Competency 2.4: Define what a current event is and know where to learn about current events.

1. **I can tell about current events. (S)**
2. **I can tell where I can learn about current events (for example: newspaper, Internet, television). (K)**
3. **I understand that the same event can be told from different points of view. (K)**

History/Culture - Standard 3: 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 while others stay the same.

Competency 3.1: Compare and contrast everyday life in different times and places around the world.

1. **I can listen to or read biographies, oral histories, and traditional stories to compare and contrast life today with life from long ago. (R)**

Competency 3.2: Study transportation methods of earlier days and today.

1. **I can tell ways people used transportation long ago.(K)**
2. **I can tell how people use transportation today. (K)**
3. **I can explain the differences between the way people used transportation today and long ago. (R)**

History/Culture – Standard 4: Students describe the characteristics of familiar places and the varied backgrounds of American citizens.

Competency 4.1: Define what a community is and recognize ways in which we are all part of various communities.

1. **I can tell what a community is. (K)**
2. **I can name communities I am part of (for example: classroom, school, neighborhood, club, team, tribe, and religious organizations). (K)**

Competency 4.2 Indian Education For All: Recognize the forms of diversity in the school and community.

1. **I can investigate my family's history. (S)**
2. **I can tell how my family's history is the same as and different from my classmates. (R)**

Competency 4.3 Indian Education For All: Compare the beliefs, customs, ceremonies, traditions, and social practices of various cultures.	
1.	I can make a representation of my personal heritage. (P)
2.	I can compare my heritage with that of different cultures. (R)

Geography - Standard 5: Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

Competency 5.1: Use maps and globes to locate Missoula, Montana, United States, the seven continents, and the four (five) oceans.	
1.	I can use a map or a globe to locate the United States, Montana, and Missoula. (S)
2.	I can use a map or a globe to find continents and oceans. (S)

Competency 5.2: Use a compass rose and map symbols.	
1.	I can locate the compass rose. (K)
2.	I can use a compass rose and other map symbols to locate things on the map. (S)
3.	I can create a simple map of a familiar place that includes a compass rose and map symbols. (P)

Competency 5.3: Describe how place, weather, and land forms affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	
1.	I can tell how place, weather, and landforms affect the way people live. (K)

Economics - Standard 6: Students understand basic economic concepts and the role of individual choice in a free-market economy.

Competency 6.1: Understand the concept of exchange and the use of money to purchase goods and services.	
1.	I can use money to buy goods and services. (S)

Competency 6.2: Identify the specialized work that people do to manufacture, transport, and market goods and services as well as the contributions of those who work in the home.	
1.	I can identify people who work in my community and describe what they do to earn money. (K)