

# **Brookline Social Studies Learning Expectations for Grade 1**

## **I. Overview: Another World**

Students will listen to and read fiction, (folk tales and legends), as well as age-appropriate non-fiction texts about China and Mexico to learn about different cultures while contrasting and comparing them with their own. They will read age-appropriate non-fiction books about presidents. They will learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. They will be able to compare and contrast these holidays with those celebrated in China, Mexico, and countries that are represented in the classroom. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and neighborhoods. They will learn about the achievements of different people in different times and places in the United States.

## **II. Big Ideas**

### ***Geography/Mapping***

Maps help us to find our place in the world and to get from one place to another.

### ***All about Me/Me and My Community***

People are members of many communities, including family, school, neighborhood, town, state, country, and world.

### ***Symbol of Freedom /Holiday Histories***

Recognizing historical places and celebrating national holidays help us to understand the history of United States.

### ***China/Mexico***

People in other places in the world have developed rich cultures that are similar to and different from ours.

### ***Stories about Famous Americans/Presidents Unit***

Individual Americans can have a powerful impact on our lives and the United States.

## **III. Essential Questions**

### ***Geography/Mapping***

Where is my place in the world?

How can a map help me understand my place in the world and

How can I use a map to get from one place to another?

### ***Me and My Community***

Who am I in my family, classroom, neighborhood, town, state, country, and world?

What communities am I a member of?

What traditions and cultures are practiced in the communities I belong to?

### ***Symbols of Freedom/Holiday Histories***

What do our national symbols mean and what do they tell us about our history?

What are the stories behind our national monuments?

What history and traditions are associated with major national holidays?

### ***China/Mexico***

Where are China and Mexico in relation to where we live?

What is it like to live in China or Mexico?

How is living in China or Mexico similar to and different from living in the United States?

What do the legends, folktales and stories from China and Mexico tell about these cultures?

### ***Stories about Famous Americans/Presidents Unit***

What are the characteristics of a good leader?

How and why are presidents and other famous Americans remembered?

What is the role of the president of the United States?

## **IV. Content Learning Expectations By Topic**

### ***Geography/Mapping***

Students will:

- Identify basic components of a map, including key, legend, and a compass rose.
- Use directionality vocabulary with maps and globes.
- Describe how maps and globes depict geographical information in different ways.
- Use a world map/globe to locate the places we study.
- Understand that the earth has large areas of land and water.

### ***My Community and Me***

Students will:

- Understand that we are members of many different communities that have differing rules of conduct.
- Participate in establishing and abiding by classroom rules.
- Identify personal traits and cultures of among students.
- Acknowledge individual and cultural differences and similarities in the classroom community.
- Describe the history and tradition of holidays celebrated in the United States throughout the calendar year.

### ***China/Mexico***

Students will:

- Use a map and a globe to locate China and Mexico.
- Appreciate the impact of location on the way people live.
- Identify aspects of Chinese/Mexican culture, both traditional and current, (for example, games, food, homes, families, rural, urban, clothes, holidays, celebrations, beliefs, money, etc.).
- Describe and make connections to the main characters and their qualities in folktales, legends, and stories from China and Mexico.

### ***Symbols of Freedom/Holiday Histories***

Students will:

- Identify significant American symbols, events, and holidays and discuss how they represent the values and principles of American democracy.
- Recognize where we see symbols of freedom in everyday life.
- Explain the importance of participating in the democratic process.

### ***Stories about Famous Americans/Presidents Unit***

Students will:

- Identify the current President of the United States.
- Explain how presidents get their authority by means of the democratic process.
- Identify and describe distinctive qualities and traits of presidents and other famous Americans.
- Describe the roles of the President of the United States.
- Trace how presidents and other famous Americans have had a positive impact on historical events.

## **V. Skill Learning Expectations by Domain**

### **A. Study Skills by Category**

#### ***Investigation Skills***

Students will:

- Locate and interpret artifact and visual images.
- Employ multiple sources i.e. fiction and non-fiction, to collect information.

#### ***Organization Skills***

Students will:

- Make maps to represent a place, using a key and legend.
- Use graphic organizers to sort and sequence information.

#### ***Comprehension Skills***

Students will:

- Read for meaning using non-fiction text features.
- Recognize cultural aspects through reading fictional texts, folktales, myths, and fables.

#### ***Presentation Skills***

Students will:

- Utilize gathered information to create final research product.
- Share student work in a variety of ways.

### **B. Thinking Skills by Category**

#### ***Historical Thinking Skills***

Students will:

- Recount the historical significance of famous leaders.

- Assume the historical perspective of a famous American.

### ***Analytical Thinking Skills***

Students will:

- Group similar objects or items according to their essential attributes or characteristics.
- Correctly sequence the events in tales, myths, fables, legends, and folktales.

### ***Organizational Thinking Skills***

Students will:

- Give a brief review of essential information that has been read, heard, or observed.
- Formulate relevant questions about others' lives and places.

### ***Critical Thinking Skills***

Students will:

- Draw an inferential conclusion on the basis of repeated observations.
- Distinguish between information that is fanciful and imaginative and information that is true to life and derived from the real world.