

Williamsville Central School District

Discipline Social Studies
Course/Grade Grade 1: My Family and Other Families, Now and Long Ago

The grade 1 social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family and school through the five standards. Students learn about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Building on the level K program, the grade 1 program encourages interdisciplinary learning to assist in developing the content, concepts and skills outlined for the K-12 social studies program.

Essential Questions

Essential questions are those that require students to construct knowledge and make sense of the integration of prior and new knowledge. They have no right answer, are arguable, embrace the standards of a course, recur in later life, require higher level thinking, raise new questions, sustain engaged inquiry, raise important conceptual or philosophical issues, provide purpose for learning, are tied to assessments, and lead to enduring understandings.

- **History**
 - Do people/families change over time?
 - Is it important to learn about other people in history?
- **Culture**
 - Are customs and holidays important to you?
- **Geography**
 - Are maps helpful?
- **Economics**
 - Is money important?
- **Government**
 - Are laws important?
- **Civics, Citizenship**
 - Can you be a good citizen?
 - Do American symbols make you feel proud?

Guide to Curriculum-Related Vocabulary

Guaranteed and Viable Curriculum

Guaranteed: The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

Viable: a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

Curriculum: the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

Power Performance Indicators

Power performance indicators are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

Essential Components

Declarative Knowledge: Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

Procedural Knowledge: Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

Key Vocabulary/Glossary: Vocabulary deemed essential to the curriculum.

K-12 Social Studies Concepts Matrix

Concept	K	1	2	3	4	5	6-12
<u>Change</u>	I	R	R	R	R	R	R
<u>Choice</u>	I	R	R	R	R	R	R
<u>Citizenship</u>	I	R	R	R	R	R	R
<u>Civic Values</u>	I	R	R	R	R	R	R
<u>Culture</u>	I	R	R	R	R	R	R
<u>Decision Making</u>	I	R	R	R	R	R	R
<u>Diversity</u>	I	R	R	R	R	R	R
<u>Environment</u>	I	R	R	R	R	R	R
<u>Identity</u>	I	R	R	R	R	R	R
<u>Justice</u>	I	R	R	R	R	R	R
<u>Needs & Wants</u>	I	R	R	R	R	R	R
<u>Places & Regions</u>	I	R	R	R	R	R	R
<u>Empathy</u>		I	R	R	R	R	R
<u>Government</u>		I	R	R	R	R	R
<u>Human Rights</u>		I	R	R	R	R	R
<u>Scarcity</u>		I	R	R	R	R	R
<u>Economic Systems</u>			I	R	R	R	R
<u>Environment & Society</u>			I	R	R	R	R
<u>Factors of Production</u>			I	R	R	R	R
<u>Interdependence</u>			I	R	R	R	R
<u>Movement of People & Goods</u>			I	R	R	R	R
<u>Physical Systems</u>			I	R	R	R	R

Concept	K	1	2	3	4	5	6-12
<u>Science & Technology</u>			I	R	R	R	R
<u>Urbanization</u>			I	R	R	R	R
<u>Power</u>			I	R	R	R	R
<u>Conflict</u>			I	R	R	R	R
<u>Uses of Geography</u>			I	R	R	R	R
<u>Belief Systems</u>				I	R	R	R
<u>Political Systems</u>				I	R	R	R
<u>World in Spatial Terms</u>				I	R	R	R
<u>Human Systems</u>					I	R	R
<u>Imperialism</u>					I	R	R
<u>Nation - State</u>					I	R	R
<u>Nationalism</u>					I	R	R

I= Introduce Concept
 R= Reinforce Concept

K-12 Social Studies Concepts – History

Belief System	means an established orderly way that groups or individuals look at religious faith or philosophical tenets.
Conflict	is a clash of ideas, interests, or wills that result from incompatible opposing forces.
Change	involves the basic alterations in things, events, and ideas.
Choice	means the right or power to select from a range of alternatives.
Culture	means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits, to succeeding generations to meet its fundamental needs.
Diversity	means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.
Empathy	means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
Identity	means awareness of one's own values, attitudes and capabilities as an individual and as a member of different groups.
Interdependence	means reliance upon others in mutually beneficial interactions and exchanges.
Imperialism	means the domination by one country of the political and/or economic life of another country or region.
Movement of People and Goods	refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.
Nationalism	means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.
Urbanization	means movement of people from rural to urban areas.

K-12 Social Studies Concepts – Geography

The World in Spatial Terms	Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.
Places and Regions	This identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
Physical Systems	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
Human Systems	People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans complete for control of Earth's surface.
Environment and Society	The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.
The Uses of Geography	Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time - that is, of Earth as it was, is, and might be.
Environment	means the surroundings, including natural elements and elements created by humans.

K-12 Social Studies Concepts - Economics

Needs and Wants

refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, (i.e., wants - education, security, health care, entertainment).

Economic Systems

include traditional, command, market and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production

are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food).

Scarcity

means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology

means the tools and methods used by people to get what they need and want.

K-12 Social Studies Concepts - Civics, Citizenship, and Government

Justice	means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.
Nation-state	means a geographic/political organization uniting people by a common government.
Citizenship	means membership in a community (neighborhood, school, region, state, nation, and world) with its accompanying rights, responsibilities, and dispositions.
Political Systems	such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
Power	refers to the ability of people to compel or influence the actions of other. "Legitimate power is called authority."
Government	means the "formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state and local levels, who exercise decision making power or enforce laws and regulations." (Taken from: Civics Framework for the 1998 National Assessment of Educational Progress, NAEP Civics Consensus Project, the National Assessment Governing Board, United States Department of Education, p. 19).
Decision Making	means the processes used to "monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict." (Taken from: Civics Framework, p.18).
Civic Values	refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
Human Rights	are those basic political, economics, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and of his family. Human rights are inalienable and expressed by various United Nations Documents including the United Nations Charter and Universal Declaration of Human Rights.

Grade 1: My Family and Other Families, Now and Long Ago

Learning Standards 1 and 2: New York State, United States, and World History

Essential Questions

- **History:**
 - Do people/families change over time?
 - Is it important to learn about other people in history?
 - Culture: Are customs and holidays important to you?

Declarative Knowledge	Procedural Knowledge <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	Key Vocabulary
<p>My family and other families</p> <ul style="list-style-type: none"> • Families and different kinds of families exist in all communities and societies though they may differ. • Families have beliefs, customs and traditions. • Families have roles and responsibilities. • Families are interdependent. • Families lived in other places and at different times. <p>History of my family</p> <ul style="list-style-type: none"> • Families have a past and they change over time; my family timeline illustrates my family's history. • Some family beliefs, customs and traditions are based on family histories. • People of diverse racial, religious, national and ethnic groups transmit their beliefs, customs 	<ul style="list-style-type: none"> • explain that most people (past and present) live in families that differ in size, relationships, roles and responsibilities, types of homes, beliefs (folktales, oral histories, legends), customs and traditions. • identify how his/her family is interdependent (for example: how they learn from each other, support each other emotionally and share common interests and needs). • identify the similarities and differences of various ethnic festivals and celebrations observed by his/her family and by cultural groups throughout the world (for example; holiday celebrations, food and eating customs, customs in the home, play and recreation, customs of worship, dress, roles of men, women and children). Examples of cultural holidays are found in the Williamsville Central School 	<ul style="list-style-type: none"> • belief • celebrations • customs • differences • festivals • history • language • remember • role • similarities • soldier • traditions

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>and traditions.</p> <ul style="list-style-type: none"> Folktales, biographies, oral histories and legends relate family histories. <p>My community and local region</p> <ul style="list-style-type: none"> Different events, people, problems and ideas make up my community's history. Folklore, myths, legends and other cultural contributions have helped shape our community and local region. Monuments and important places are located in my neighborhood. Communities are connected economically and geographically. People exchange elements of their culture. 	<p>District's <u>K-4 Infusion of Multiculturalism Curriculum Project.</u></p> <ul style="list-style-type: none"> describe, write and/or illustrate the history of his/her family to show how people change over time (for example: use of a family tree, family timeline). explain a basic knowledge of a historical/contemporary figure by either role playing, drawing stories or giving an oral explanation (for example: Abraham Lincoln, George Washington, Martin Luther King Jr., Christopher Columbus, Susan B. Anthony, Rosa Parks, Harriet Tubman, Mother Teresa). identify a monument and/or important place in our community (for example: Memorial Park, Veterans' Park, statue of an historical figure, historical buildings at the Amherst Museum). state a fact about each of the following historic events: Columbus Day, Veterans' Day, Election Day, Thanksgiving Day, Martin Luther King Jr.'s Day, Presidents' Day, Earth Day, Memorial Day, Flag Day, Independence Day. 	

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Learning Standard 3: Geography

Essential Questions

- **Geography:** Are maps helpful?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Places in my community and local region</p> <ul style="list-style-type: none"> • Places can be located on maps and on a globe. • Maps and diagrams serve as representatives of places, physical features and objects. • Cardinal directions can be used to locate places and physical features. • Symbols represent places and can be used to locate geographic features and physical characteristics. • People depend on and modify their physical environments to meet basic needs. 	<ul style="list-style-type: none"> • locate New York State on a United States map. • state that a map and a globe are a representation of the earth. • locate a given object in relation to another object using the terms of north, south, east and west (cardinal directions). • read and interpret a simple map legend and symbols/features in locating specific places on a simple map (for example: map of a classroom, zoo, street, own neighborhood, own community). • explain how people in his/her neighborhood could change the physical environment to meet needs (for example: building wider roads, stores, schools, playgrounds). 	<ul style="list-style-type: none"> • city • country • direction • east • equator • key • legend • north • north pole • south • south pole • state • town • west

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Learning Standard 4: Economics

Essential Questions

- **Economics:** Is money important?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Challenges of meeting needs and wants</p> <ul style="list-style-type: none"> • Scarcity means that people's wants exceed their limited resources. • Communities provide facilities and services to help satisfy the needs and wants of people who live there. • People use tools, technologies and other resources to meet their needs and wants. • People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs. • Through work, people in communities earn income to help meet their needs and wants. <p>Economic decision making</p> <ul style="list-style-type: none"> • People make decisions about how to spend money they earn. • People work to earn money to purchase the goods and services they need and/or want. 	<ul style="list-style-type: none"> • explain one example of scarcity due to unlimited needs and wants and scarce resources. • role play the use of trading systems or money in exchange for goods or services rendered in order to show how people make decisions about how they spend money that they earn. • identify how people use tools, technologies, and other resources to help meet needs and wants. • identify goods and services that can be purchased or provided by a community to meet needs and wants. 	<ul style="list-style-type: none"> • allowance • clothing • earned income • facilities • food • goods • parks • purchase • scarcity • services • shelter • technologies • tools • trade • transportation

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Learning Standard 5: Civics, Citizenship, and Government

Essential Questions

- **Government:** Are laws important?
- **Civics, Citizenship:**
 - Can you be a good citizen?
 - Do American symbols make you feel proud?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Symbols of citizenship</p> <ul style="list-style-type: none"> • Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use. • Citizenship includes a pledge of allegiance or loyalty to the United States of America. <p>Rights, responsibilities and roles of citizenship</p> <ul style="list-style-type: none"> • Students, teachers and staff are all citizens of the school community and have rights and responsibilities. <p>People making and changing rules and laws</p> <ul style="list-style-type: none"> • People form governments in order to develop rules and laws to govern and protect themselves. • Key terms related to the study of government 	<ul style="list-style-type: none"> • describe the proper use, display and respect for the United States flag. • explain that the Pledge of Allegiance is an example of showing loyalty to the United States. • explain the rights and responsibilities of students, teachers and staff as citizens of the school community and the United States. • explain that people form governments in order to develop rules and laws to govern and protect themselves. • discuss and list rules necessary to maintain respect and responsibility in home, school, local community, the United States and the world. • give an example of how rules are changed to become more effective and relevant. 	<ul style="list-style-type: none"> • Capital (of a state/country) • Capitol Building • citizen (citizenship) • dependent • eagle • government • independence • laws • leader • Liberty Bell • nation • president • rights • Statue of Liberty • Uncle Sam • Washington, D.C. • White House

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>include: democracy, power, citizenship, nation-state and justice.</p> <ul style="list-style-type: none"> • People plan, organize and make decisions for the common good. • Students can participate in problem solving, decision making and conflict resolution. 	<ul style="list-style-type: none"> • discuss ways that decisions can be made for the good of the community. • participate in problem solving, decision making and conflict resolution. • identify and explain the significance of the following national symbols and landmarks: Statue of Liberty, Bald Eagle, Liberty Bell, Washington, D.C., White House, United States flag, Uncle Sam, Capitol Building. 	