

Social Studies

Syllabus: Grade 1

Description

This course is designed to help 1st graders to understand the concepts of the Social Studies contents in the areas of **Geography, History, Civics & Government, and Economics**. Students will learn these concepts in the classroom and hopefully will apply them into their lives.

Social Studies Strands

There are 4 strands in Social Studies

1. Geography
2. History
3. Civics & Government
4. Economics

Social Studies Standards

Standards 1-3: Geography Standards

Standards 4-6: History Standards

Standards 7-9: Civics & Government Standards Standards 10-12: Economic Standards

Social Studies Objectives

Detailed and or specific statement that allows for basic understanding of the overall understanding of a standard.

Social Studies Resources & Materials

Books: My World and All Together, Volumes 1-5 and etc.

Class Rules:

- Arrive on time, prepared, and ready to learn
- Respect yourself and others
- Make friends and be thoughtful
- Take turns speaking and listening
- Say Please and Thank you
- Try your best!

Computation of Letter Grade:

90%-100%	-----A
80%-89%	-----B
70%-79%	-----C
65%-69%	-----D
0%-64%	-----F

Effort and Behavior & Activity

- 1 - Outstanding
- 2 - Satisfactory
- 3 - Needs Improvement
- 4- Unsatisfactory

Methods of Evaluation

Quarterly grade for Grade 1 to 8 is based on:

A. 85% = Class Average

* Class Average = 70% Test + 30% Other
Components such as quizzes, group works, classwork, homework, self-assessments, experiments/demonstrations/research/projec

B. 15% = Quarter Exam

Grade 1

First Quarter

- Recognize a map and a globe as representations of places (e.g., home, classroom, school, and neighborhood). *(Geography)*
- Know cardinal directions (i.e., north, south, east, west) and apply them to maps of local neighborhoods (e.g., of home, school, hamlet). *(Geography)*
- Use a calendar to identify days, weeks, months, years, and seasons. *(History)*
- Identify rules at home, school, and the important purpose they serve. *(Civics & Government)*
- Identify the difference between basic human needs and wants. *(Economics)*

Second Quarter

- Know cardinal directions (i.e., north, south, east, west) and apply them to maps of local neighborhoods (e.g., of home, school, hamlet). *(Geography)*
- Identify Earth's physical characteristics (e.g., landforms, bodies of water, weather and climate, vegetation and animals). *(Geography)*
- Identify the human and physical characteristics of their local community (e.g., farms, schools, roads, stores, hills, oceans, rivers) *(Geography)*
- Identify an object from the past in their home or school that is valued. *(History)*
- Identify examples of authority (e.g., teacher tells students to do something) and power without authority (e.g., older, larger student tells younger students to do something). *(Civics & Government)*
- Identify the structure of their family (e.g., grandparents, parents, aunts and uncles, siblings, cousins, others) and how it works to benefit everyone. *(Civics & Government)*
- Identify some of the rights and responsibilities that students as citizens have in the home or school (e.g., students have the right to be treated fairly and the responsibility to follow rules). *(Civics & Government)*
- Explain the decision-making processes used at home or school (e.g., by a show of hands, secret ballots, small-group consensus). *(Civics & Government)*
- Give examples of goods and services that are bought and sold in their community. *(Economics)*
- Identify the difference between basic human needs and wants. *(Economics)*

Third Quarter

- Identify Earth's physical characteristics (e.g., landforms, bodies of water, weather and climate, vegetation and animals). *(Geography)*
- Identify extreme physical events (e.g., storms, typhoons, floods) and the effect they have on the local community (e.g., plants, farms, coastlines). *(Geography)*
- Identify a leader in their home and school and discuss that person's contributions. *(History)*
- Identify rules at home and school and the important purpose they serves. *(Civics & Government)*
- Identify the structure of their family (e.g., grandparents, parents, aunts and uncles, siblings, cousins, others) and how it works to benefit everyone. *(Civics & Government)*
- Give examples of people in the school and community who are buyers and sellers (e.g., family members consume when they buy things and produce when they sell their labor or goods). *(Economics)*
- Give examples of how money is used within communities, such as spending and savings. *(Economics)*

Fourth Quarter

- Recognize a map and a globe as representations of places (e.g., home, classroom, school, neighborhood). *(Geography)*
- Know cardinal directions (i.e., north, south, east, west) and apply them to maps of local neighborhoods (e.g., of home, school, hamlet). *(Geography)*
- Identify the basic components of culture in their local community (e.g., languages, beliefs and customs, forms of shelter, economic activities, schooling, social organizations) *(Geography)*
- Place the events of their own lives in chronological order (e.g., year they were born, started school, or moved to a new neighborhood). *(History)*
- Use a calendar to identify days, weeks, months, years, and seasons. *(History)*
- Identify and describe change and continuity in their own lives. *(History)*
- Identify the structure of their family (e.g., grandparents, parents, aunts and uncles, siblings, cousins, others) and how it works to benefit everyone. *(Civics & Government)*
- Give examples of choices that individuals and families have to make about the goods and services they buy (e.g., new dress, pair of shoes, schoolbag) and why they have to make choices (e.g., limited amount of money). *(Economics)*