

# **History / Social Science Standards**

## *Level 1*

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

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

**History/Social Science  
Unifying Standards  
Levels K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They make connections and communicate their thinking through writing, reading, speaking and multi-media presentations.

**FOCUS GOALS**  
***LEVEL 1***

**1.0 Historical Literacy**

- 1.1 Describe how some aspects of people, places and things change over time while others stay the same.

**2.0 Cultural Literacy**

- 2.1 Begin to understand how values, beliefs and ideas are expressed over time.  
2.2 Understand how places reflect the diverse backgrounds of its citizens and residents.

**3.0 Geographic Literacy**

- 3.1 Compare and contrast locations and characteristics of people and places.

**4.0 Economic Literacy**

- 4.1 Begin to understand the concept of work and individual choices in a free-market economy.

**5.0 Sociopolitical Literacy**

- 5.1 Understand that citizens have rights and individual responsibilities.  
5.2 Recognize and understand how symbols, icons, and traditions of the United States represent continuity and a sense of community.

**6.0 Historical Thinking**

- 6.1 Apply Language Arts literacy skills when making historical connections.

# HISTORY SOCIAL SCIENCE

## Level 1

### *MY PLACE IN TIME AND SPACE*

#### **1.0 Historical Literacy**

##### **1.1 Describe how some aspects of people, places and things change over time while others stay the same.**

- Compare and contrast the structure of schools and communities, past and present (c.4.1)
- Compare and contrast transportation methods, past and present. (c.4.2)

#### **2.0 Cultural Literacy**

##### **2.1 Begin to understand how values, beliefs and ideas are expressed over time.**

- Identify similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore.(c.4.3)

##### **2.2 Understand how places reflect the diverse backgrounds of its citizens and residents.**

- Explain how different people contribute to the community through sharing principles, goals, and traditions, as a result of their varied ancestry. (c5.1)
- Identify examples of the impact and influence of diversity in school and in the community.(c5.1)
- Explore difficulties and successes American Indians and immigrants experienced in times past. (c5.2)
- Compare beliefs, customs, ceremonies, traditions, and social practices of varied cultures drawing from folklore. (c5.3)

#### **3.0 Geographic Literacy**

##### **3.1 Compare and contrast locations and characteristics of people and places.**

- Use maps and globes to locate the local community, the State of California, the United States, the seven continents, and the four oceans. (c2.1)
- Compare and contrast information from a three-dimensional model to a picture of the same location. (c2.2)
- Construct a simple map, using cardinal directions and symbols. (c2.3)
- Describe how location, weather, and physical environments affect the way people live, their food, clothing, shelter, transportation, and recreation. (c2.4)

(c) = State Standard (p)= Poway Standard

## **4.0 Economic Literacy**

### **4.1 Begin to understand the concept of work and individual choices in a free-market economy.**

- Explain the concept of exchange and the use of money to purchase goods and services. (c6.1)
- Identify specialized work that people do to manufacture, transport, and market goods and services. (c6.2)
- Describe contributions people make who work in the home. (c6.2)

## **5.0 Sociopolitical Literacy**

### **5.1 Understand that citizens have rights and individual responsibilities.**

- Explain and identify examples of how rules are made by direct democracy (everyone votes on the rules) or by a representative democracy (a smaller elected group make the rules). (c1.1)
- Know and demonstrate elements of fair play and good sportsmanship: respect for the rights and opinions of others, for rules by which we live, and for the “Golden Rule”. (c1.2)

### **5.2 Recognize and understand how symbols, icons, and traditions of the United States represent continuity and a sense of community.**

- Know the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country ‘Tis of Thee). (c3.1)
- Know the significance of National holidays and the contributions of the people associated with them. (c3.2)
- Identify American symbols, landmarks and historical documents such as the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, and the Declaration of Independence; and begin to associate people and events with them. (c3.3)

## **6.0 Historical Thinking**

### **6.1 Apply Language Arts literacy skills when making historical connections.**

- Learn and classify categories of historical vocabulary encountered through reading. (r1.0)
- Identify sequence of events and main ideas to analyze, and evaluate historical text.. (r2.0)
- Use reference sources to gather, organize and interpret historical information (w3.0)
- Write narratives or descriptive pieces about historical events. (w2.4)