

Grade One

True Stories and Folk Tales from America and from Around the World

In first grade, children listen to and read folk tales and true stories from America and from around the world. They 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. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and about the achievements of different people in different times and places.

Concepts and Skills:

History and Geography

1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (*now, in the past, in the future*) and recognize the existence of changing historical periods (*other times, other places*). (H)
2. Place events in students' own lives in chronological order. (H)
3. Read dates on a calendar and associate them with days of the week. (H)
4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)
5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G)
6. Define and locate the North and South Poles and the equator. (G)
7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

Civics and Government

8. Give examples that show the meaning of the following words: *politeness, achievement, courage, honesty, and reliability*. (C)

Economics

9. Give examples of products (goods) that people buy and use. (E)
10. Give examples of services that people do for each other. (E)
11. Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money). (E)

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The purpose of the Grade 1 curriculum is to strengthen children’s identity as American Citizens.

I. Describe who we are and what it is like to live in the United States

Students will leave Grade 1 with a better understanding of who they are and locate where in the United States they reside (Geography). Students understand we live in a nation with laws (Civics). Students will recognize and identify “American” characteristics or traits including our past and present leaders, states, major cities, physical landforms, landmarks, national symbols, patriotic songs, and national holidays and events (History, Geography, Civics). Through learning geography (e.g., where we live) and national holidays, students will also be able to recognize and describe the physical changes in seasons (Geography).

MA H/SS Standards:

CS1.1-CS1.8 (H, G, C), **1.1** (G), **1.2** (H, C), **1.3** (H, C), **1.4** (H, C), **1.5** (H, C, G), **1.6** (G), **1.9** (H)

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept. Labor Day (1.5) Autumn/Fall (1.6) Map skills: Where we live (1.1) School & Classroom rules (CS1.8) Pledge of Allegiance (1.4)	Oct. Columbus Day (1.5) Patriotic Songs (1.4)	Nov. Election Day (1.2) Veterans’ Day (1.5) Thanksgiving (1.5) Patriotic Songs (1.4)	Dec. Winter Season (1.6) Map skills: Where we live (1.1)	Jan. Martin L. King (1.5)
Feb. Presidents’ Day (1.5) The White House (1.3) POTUS (1.2) Patriotic Songs (1.4)	Mar. Spring Season (1.6) Map skills: Where we live (1.1)	Apr. Patriots’ Day (1.5)	May Memorial Day (1.5) National Symbols (1.3) Patriotic Songs (1.4)	Jun. Flag Day (1.5) National Symbols (1.3) Patriotic Songs (1.4) Summer Season (1.6) Map skills: Where we live (1.1)

Sources: MA History & Social Sciences Curriculum Framework (2003), pp. 15-16; MA Curriculum Framework for ELA and Literacy (2011), pp. 18, 20-21, 25-26, 31, 36-38.

Ben’s Guide to U.S. Government for Kids, <http://bensguide.gpo.gov/k-2/symbols/index.html>.

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II. Explain the sense of identity associated with a nation and its peoples

Students will leave Grade 1 with a great amount of appreciation for living in a nation that includes all peoples of different backgrounds, ethnicities, and faiths (History, Civics). Students shall be acquainted with folk tales and true stories from America as well as from around the world (History). Students will explore and learn about the lived experiences and achievements of famous individuals of different ethnicities and faiths, and how their collective achievements have improved the American way of life (History).

MA H/SS Standards:**CS1.1 (H, G), 1.2 (H, C), 1.5 (H, C, G), 1.7 (H), 1.8 (H, C), 1.9 (H)**

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept. Jonny Appleseed (1.7) John Henry (1.7) Cesar Chavez (1.8) Rosh Hashanah (1.9) Yom Kippur (1.9)	Oct. Medioa Pollito (1.7) Clarence Thomas (1.8) Thomas Edison (1.8) Sukkot (1.9) Halloween (1.9)	Nov. Paul Bunyan (1.7) Annie Oakley (1.7) Sacagawea (1.8)	Dec. Thurgood Marshall (1.8) Rosa Parks (1.8) Wright Brothers (1.8) Christmas/Kwanzaa/ Hanukah/Eid el Fitr/ Islamic New Year (1.9)	Jan. Knee-High Man (1.7) Colin Powell (1.8) Lunar New Year (1.9)
Feb. Anansi (1.7) Harriet B Stowe (1.8) Booker T Washington (1.8)	Mar. Davy Crockett (1.7)	Apr. Roberto Clemente (1.8) Jonas Salk (1.8) Bill Gates (1.8) Easter (1.9) Passover (1.9)	May Issun Boshi (1.7) Lon Po Po (1.7) Daniel Inouye (1.8) Shavu'ot (1.9) Cinco de Mayo (1.9)	Jun. Neil Armstrong (1.8) Ramadan* (1.9)

* Ramadan will take place in July 9, 2013, and June 28, 2014; Ramadan can alternatively be addressed in September when holiday falls in late August or September

Sources: MA History & Social Sciences Curriculum Framework (2003), pp. 15-16; MA Curriculum Framework for ELA and Literacy (2011), pp. 18, 20-21, 25-26, 31, 36-38.

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III. Describe why and how people produce and consume goods and services

Students will leave Grade 1 with basic knowledge of economic concepts such as goods (products) and services. Students will also explain how limited resources lead people to choose what goods and services to sell and buy (Economics).

MA H/SS Standards:**CS1.9-CS1.11 (E)**

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	Yes

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept.	Oct.	Nov.	Dec.	Jan.
Explore your backpack: What did you bring to school? (CS1.9) What are goods and services? (CS1.9) From Apples to Applesauce (CS1.9)	Fire Safety Month; Community Helpers from A to Z (CS1.10) Ben's Guide to US Government for Kids: Community Helpers (CS1.10)	Fall Harvest: Goods bought & sold (CS1.9) Delivering the Goods from EconEdLink (CS1.9-10)	Charlie Needs a Cloak (CS1.11) Limited resources (CS1.11)	Needs and wants (CS1.11) A Chair for My Mother (CS1.11)
Feb. Buyers and sellers; (CS1.9-11) Sheep in a Shop (CS1.11)	Mar. Making choices; using money to buy goods and services (1.MD/MA.5, CS1.11)	Apr. Community Service Month (CS1.11)	May Junior Achievement: Employment; variety of jobs (CS1.10)	Jun. Jobs and careers (CS1.10)

Sources: MA History & Social Sciences Curriculum Framework (2003), pp. 15-16; MA Curriculum Framework for ELA and Literacy (2011), pp. 18, 20-21, 25-26, 31, 36-38. MA Curriculum Framework for Mathematics (2011), p. 33.

Finance in the Classroom, http://financeintheclassroom.org/passport/first/social_studies.shtml.

What Goods and Services Can My Community Provide? http://www.pnwbores.org/ssela/Sample_Lessons/FirstGrade/Unit4/Unit4_Lesson6.htm.

Delivering the Goods, <http://www.econedlink.org/lessons/index.php?id=197&type=student>.

Ben's Guide to U.S. Government for Kids, <http://bensguide.gpo.gov/k-2/neighborhood/index.html>.

A Chair for My Mother (read-aloud video), <http://youtu.be/FSrGUt0QgJo> (also on TeacherTube).

Charlie Needs a Cloak (read-aloud video), <http://video.nhptv.org/video/2238432361/>.

Pinterest: Teaching- Goods and Services, <http://pinterest.com/parisjen/teaching-goods-and-services/>.

Take Charge America: First Grade Lesson Plans, <http://www.takechargeamerica.org/financial-education-resources/educator-resources/first-grade-lesson-plans/>.