

Grade 1 Curriculum Guide (2015-16)

Benchmark	Concepts	Skills	Essential Question(s)	Learning Targets ("I can..." statements)
<p>1.1.1.1.1 Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. <i>For example:</i> Ways to participate—pick up trash in park, vote, help make class decisions.</p>	<p>Democracy</p> <p>Citizen</p> <p>Community</p>	<p>Civic Participation/Engagement (ways to participate)</p>	<p>How do citizens help make their communities better?</p>	<p>I can do things to make my communities better places.</p> <p>I can explain why it is important to participate in my communities.</p>
<p>1.1.2.2.1 Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette.</p>	<p>Allegiance</p> <p>Etiquette</p>	<p>Explain why and when we say the Pledge of Allegiance</p> <p>Give examples of flag etiquette</p>	<p>Why do we recite the Pledge of Allegiance?</p> <p>How do we show care for our flag?</p>	<p>I can recite the Pledge of Allegiance.</p> <p>I can explain how to care for our flag.</p>
<p>1.1.4.6.1 Identify the president of the United States; explain that voting determines who will be president.</p>	<p>Democracy</p> <p>President (leader)</p> <p>Citizenship & Choice (vote)</p>	<p>Identify the U.S. President</p> <p>Explain that voting elects the U.S. President</p>	<p>How does someone become president?</p>	<p>I can name the president of the United States.</p> <p>I can explain that the president is elected.</p>

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<p>1.1.4.7.1 Identify characteristics of effective rules; participate in a process to establish rules. <i>For example:</i> Characteristics of effective rules—fair, understandable, enforceable, connected to goals.</p>	<p>Democracy</p> <p>Rules</p> <p>Effective</p>	<p>Identify things that make rules work well</p> <p>Establish rules</p>	<p>What makes rules work well?</p>	<p>I can name reasons for rules.</p> <p>I can help my class create rules that work for everyone.</p>
<p>1.2.1.1.1 Describe some costs and benefits of alternative choices made by families.</p>	<p>Choice</p> <p>Costs</p> <p>Benefits</p> <p>Alternatives</p>	<p>Identify costs and benefits of choices</p> <p>Describe that families make different choices</p>	<p>How do the choices families make affect their daily lives?</p>	<p>I can tell what I like and don't like about choices.</p> <p>I can tell what I/my family gave up to get something.</p> <p>I can tell why I/my family made a choice.</p>
<p>1.2.3.3.1 Define scarcity as not having enough of something to satisfy everyone's wants; give examples. <i>For example:</i> Having only three desks for four students; not having enough time to do everything you want; not having enough money to buy all the goods you want.</p>	<p>Scarcity</p> <p>Wants (Needs)</p>	<p>Use words to tell what scarcity means</p> <p>Give examples of scarcity</p>	<p>What are examples of times when you did not get what you wanted?</p>	<p>I can identify needs and wants.</p> <p>I can explain what it means to not have enough of something.</p> <p>I can give examples of not having enough of something.</p>

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<p>1.2.4.5.1 Explain that people trade (voluntarily) when they each, expect to be better off after doing so. <i>For example:</i> Barter—a trade with a friend (such as your toy for her book) will happen only if you want her book more than your toy and she wants your toy more than her book.</p>	Trade	Explain why people trade	Why do people trade?	<p>I can explain what it means to trade something.</p> <p>I can explain why people would trade and why people would <i>not</i> want to trade.</p>
<p>1.3.1.1.1 Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions. Familiar places —one’s home or classroom.</p>	<p>Space</p> <p>Spatial Organization</p> <p>Places</p>	<p>Create sketch maps</p> <p>Describe items shown on maps</p>	How do we show things that are in the world on a map?	<p>I can draw a sketch map.</p> <p>I can create sketch maps showing places that I know.</p> <p>I can tell about the kinds of things that maps show us.</p>
<p>1.3.1.1.2 Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location. <i>For example:</i> Relative location words—near, far, left, right. Absolute location words—street</p>	<p>Space</p> <p>Location</p> <p>*absolute (exact)</p> <p>*relative (related to)</p>	<p>Use different kinds of words to tell where a place is located</p> <p>Explain why or when to use the different ways to tell where some-</p>	<p>How do we identify the location of a specific place?</p> <p>Why do we need different ways to describe the same location?</p>	<p>I can use “near, far, left, and right” to describe where a place is located.</p> <p>I can tell that addresses are used to locate places.</p> <p>I can tell when/ why to use words or addresses to locate</p>

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address (for emergencies, mail).		thing is located		places.
<p>1.3.2.3.1 Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region). <i>For example:</i> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), vegetation, weather, climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>	<p>Place</p> <p>Physical characteristics</p> <p>Human characteristics</p> <p>Local (nearby)</p> <p>Far away</p>	<p>Compare things around me with things in far away places</p> <p>*Include things that are <u>part of</u> the earth such as rivers and things people build <u>on</u> the earth such as bridges.</p>	<p>What does the land and water look like in my community? in far away places?</p> <p>What kinds of things did people build to live and move in my community? in far away places?</p> <p>What are physical characteristics?</p> <p>What are human characteristics?</p>	<p>I can compare and contrast landforms and bodies of water (physical characteristics) near and far.</p> <p>I can compare and contrast things people build on the earth (human characteristics) near and far.</p>

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<p>1.4.1.1.1 Create a timeline that identifies at least three events from one's own life. <i>For example:</i> Events—birth, walking, loss of first tooth, first day of school.</p>	<p>Time</p> <p>Past, present, future</p> <p>Change</p>	<p>Create a timeline about own life</p>	<p>How can we show events that happened in the past?</p>	<p>I can create a timeline to show events that happened in my past.</p>
<p>1.4.1.2.1 Ask basic historical questions about a past event in one's family, school or local community. <i>For example:</i> Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?</p>	<p>Time</p> <p>Past</p> <p>Community</p>	<p>Ask historical questions about events:</p> <ul style="list-style-type: none"> -family -school -community 	<p>What are questions we use to find out information on past events?</p>	<p>I can ask questions about a past event in my life.</p> <p>I can ask questions about a past event at my school.</p> <p>I can ask questions about a past event in my community.</p>
<p>1.4.1.2.2 Describe how people lived at a particular time in the past, based on information found in historical records and artifacts. <i>For example:</i> Historical records—photos, oral histories, diaries/journals, textbooks, and library books. Artifacts—art, happened in the past. pottery, baskets, jewelry, tools.</p>	<p>Time</p> <p>Past</p> <p>Historical records</p> <p>Artifacts</p>	<p>Use items from the past to describe how people lived</p> <p>Use books and textbooks to learn about the past</p>	<p>What can we use to learn about how people lived in the past?</p> <p>What are different kinds of historical records?</p> <p>What are different kinds of artifacts?</p>	<p>I can use historical records to tell how people lived in the past.</p> <p>I can use artifacts to tell how people lived in the past.</p>

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<p>1.4.2.4.1 Compare and contrast family life from earlier times and today. <i>For example:</i> Various aspects of family life —housing, clothing, food, language, work, recreation, education.</p>	<p>Change over time</p> <p>Past</p> <p>Present</p> <p>Families</p>	<p>Compare and contrast how families live in the past with how families live today</p>	<p>How is family life today different from long ago?</p>	<p>I can compare and contrast how families live today with how families lived long ago.</p>
<p>1.4.2.4.2 Compare and contrast buildings and other technologies from earlier times and today. <i>For example:</i> Places in earlier times—Pompeii, Athens, Rome. Building technologies —arches, domes, glass. Communication technologies —scrolls, books, emails; Transportation technologies —chariot, train, car.</p>	<p>Change over time</p> <p>Technologies</p>	<p>Compare and contrast items from the past with items from today (focus on buildings and technology)</p>	<p>How have different places changed over time?</p> <p>How has communication changed over time?</p> <p>How has transportation changed over time?</p>	<p>I can compare and contrast buildings over time.</p> <p>I can compare and contrast communication over time.</p> <p>I can compare and contrast transportation over time.</p>

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