

## Social Studies

- **Construct a meaning for the term “geography”**

### Initial Understanding

- Locate and name geographic features – (What? Where?)
- Identify landforms and describe their characteristics on a map
- Identify some goods we get from other places
- List different ways people move from place to place

### Developing an Interpretation

- Describe natural and human-made features of an area
- Recognize that physical environment affects people
- Discuss how transportation connects people

### Making Connections

- Compare and contrast schools in different places
- Describe a route as a way to get from one place to another
- Recognize how invention and technology help people

### Critical Stance

- Construct a meaning for the term “geography”

- **Use maps, atlases, charts, and graphs to interpret information**

### Initial Understanding

- Identify the parts of a map

### Developing an Interpretation

- Describe the exact location of places in terms of street name and address number
- Define cardinal directions and use to locate places on a map
- Use benchmarks (units of measure) to estimate distance
- Use relative location words to describe where things are in a classroom
- Locate places and gather information, using a simple street map
- Use a diagram to identify physical features of the earth
- Distinguish between land and water on a map and describe the resources people need from each
- Access information from a map using colors and symbols in a map key and use this information to identify places in the school
- Compare a map to an aerial view and demonstrate how to identify and trace routes on a map
- Read and interpret a table
- Classify information using a pictograph

### Making Connections

- Interpret, use, and distinguish various representations of the earth – (maps, globes, photographs)
- Use appropriate resources (atlases, charts, graphs) to generate, acquire, and interpret information

### Critical Stance

- Demonstrate mapping an aerial view

- **Demonstrate an understanding of the relationship between basic economic concepts**

### Initial Understanding

- Identify basic needs met within a family and recognize that family members work to provide for a family’s needs
- Understand that families must make economic choices
- Understand that people trade money for goods and services

### Developing an Interpretation

- Describe the kinds of work performed by community members
- Explain why people need homes
- Explore how school workers help others
- Recognize that families have unlimited wants but limited resources
- Describe how we depend upon community helpers with specialized jobs
- Describe the consequences of making an economic choice
- Describe the kinds of work required to manufacture a product

### Making Connections

- Distinguish between needs and wants
- Compare and contrast work for pay and volunteer work
- Compare and contrast goods and services

- **Recognize cause and effect relationships**

Initial Understanding

- Describe the school day and school week in terms of activities
- Read and construct simple time lines
- Identify the first Americans and the events of the Pilgrims' Thanksgiving

Developing an Interpretation

- Demonstrate an ability to use correctly, vocabulary associated with time—such as past, present, and future
- Identify and use various sources for reconstructing the history of transportation
- Explain time order and sequence events chronologically on a horizontal time line using time-order words, such as *first*, *second*, *third*, *next*, and *last*
- Recognize that holiday traditions link families over time
- Classify information into categories
- Recognize cause and effect relationships

Making Connections

- Compare and contrast schools of different times
- Identify and use various sources for reconstructing the history of transportation
- Interpret information from a pictograph
- Compare families today with families long ago

- **Recognize that people have different points of view**

Initial Understanding

- Describe the features of one's family, changes/needs/wants
- Describe factors, which make her/him a unique individual
- Describe ways children help one another at school

Developing an Interpretation

- Recognize that Americans celebrate different holidays and explore how families celebrate Thanksgiving today
- Describe the origins of diverse celebrations and recognize the importance of learning about people in other places
- Describe the effects of change on a whole family and its members
- Conduct an opinion survey

Making Connections

- Discuss the message of a poster
- Recognize that people may have different points of view

- **Recognize that rights and responsibilities will define an individual's role as a citizen**

Initial Understanding

- Give examples of the various institutions that make up a community
- Describe the importance of group cooperation
- Identify patterns for successful group interaction, such as respect for others, taking turns, and sharing responsibilities
- Examine the rights and responsibilities of the individual in social groups and explain how sharing responsibility benefits the individual and the group
- Recognize the value of positive interactions with friends, classmates, teachers, and other school workers

Developing an Interpretation

- Identify community leaders and recognize their roles and responsibilities in providing services to their community

Making Connections

- Understand their role as a citizen
- Compare rules in different groups and situations and explain consequences of breaking rules

Critical Stance

- Recognize that rights and responsibilities will define their role as a citizen