"I Can" Mascoma Social Studies Grade 1 Curriculum

I Have Good SOCIAL STUDIES SKILLS

☐ I can observe and ask questions about social studies topics.

☐ I can explain a simple social studies model.

☐ I can use simple social studies tools.

☐ I can plan a social studies investigation with my teacher and classmates.

☐ I can think about data collected during our investigations.

☐ I can explain the results of our social studies investigations.

I know about CIVICS

☐ I can describe the jobs of people in charge of my school and my community.

☐ I can explain why my classroom, school and community need rules and laws.

☐ I can follow the classroom rules for participating in a discussion.

☐ I can describe why I need to respect authorities in my school and community.

☐ I can describe how people in my community work together to accomplish a task. (i.e. create a community garden, clean up a roadside, etc.)

A little primer for my teacher:

Mascoma Standards	RI-1-1- Ask and answer questions about key details in a text	RI-1-1-Identify the main topic and retell key details of a text
	RI-1-10- With prompting and support, read informational text appropriately complex for grade 1	W.1.2- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a sense of closure.
	W.1.7- Participate in shared research and writing projects	W.1.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	SL.1.1- Participate in collaborative conversations with peers and adults about grade 1 topics and texts in small and larger groups.	SL.1.1a- Follow agreed-upon rules for discussions (listening to others with care, speaking one at a time, speaking about the topic/text under discussion
Vocabulary	Job, fairness, respect, authority, community, cooperate, accomplish, Teacher/principal/police/firefighter/emt/selectmen	

I Know About ECONOMICS

☐ I can list at least three examples of consumer goods (cars, sports equipment, food, toys, etc.) and three examples of human capital (doctors, teachers, mail carriers, fire fighters, police, nurses, babysitters, etc.)

☐ I can list at least three services provided by the government in my community.

☐ I can explain how people use money. (i.e., purchase goods and services, save, invest, etc.)

☐ I can describe at least two services provided by a bank. (i.e., saving money, making loans, checking/ atm services, etc.)

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	W.1.1- Write opinion pieces in which they introduce a topic, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.1.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	SL.1.1- Participate in collaborative conversations with peers and adults about grade 1 topics and texts in small and larger groups.	SL.1.1a- Follow agreed-upon rules for discussions (listening to others with care, speaking one at a time, speaking about the topic/text under discussion
Vocabulary	Community, goods, services, jobs, income, save, money, consumer, budget, bills, government	

I Know About GEOGRAPHY

☐ I can construct a map of my school's neighborhood with my classmates.

☐ I can write a description of a place in my school and add a drawing that illustrates my description. (i.e. library, gym, playground, nurse's office, etc.)

Build your own town map!

Teachers Resource Force ©

☐ I can explain why people select a certain place to live. (climate, landscape, population, economics)

☐ I can sort a list of jobs into those affected by the environment of a place and those not effected by the environment . (i.e., Barbers, teachers, doctors are not
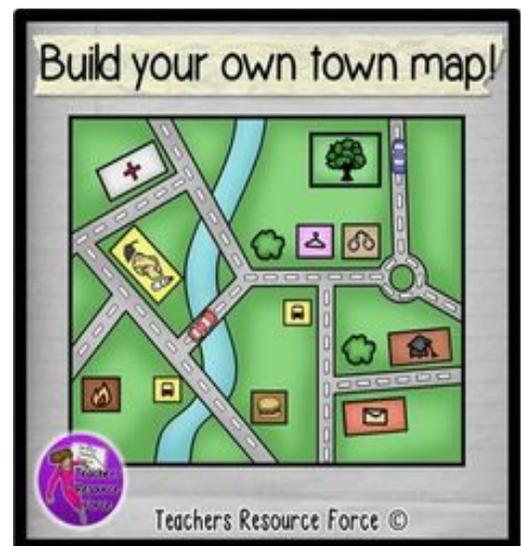
affected by the environment. Snowplow operators, loggers, and farmers are affected by the environment.)

☐ I can select one job from the sorted list and give evidence of how the environment affects the worker/job.

☐ I can give evidence of one way that a catastrophe affects the people living in a place. (i.e., flood, earthquake, tornado, oil spill, forest fire, etc.)

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	SL.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	MD.1.4- Organize, represent, and interpret data with two or three categories; ask and answer questions about the data, how many are in each category, and how many more or less are in one category than another.
Vocabulary	Map key, T-chart, transportation, geography, climate, landscape, affect, catastrophe	

I Know About History

☐ I can create a three-item timeline for a given historical event with my classmates.
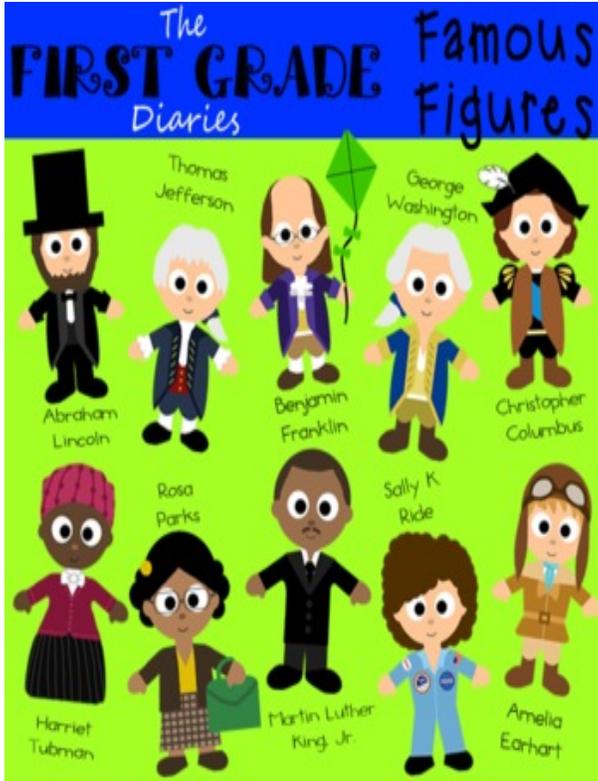
☐ I can ask questions about a person or group of people who created a historical event.

☐ I can give at least one reason why a given historical event occurred.

☐ I can compare life in the past to life today using inventions. (i.e. candles vs. light bulbs, horses vs. cars, general stores vs. malls, toys needing imagination vs. video games, etc.)

☐ I can describe the following patriotic holidays: Thanksgiving, Veterans Day, President's Day, Civil Rights Day, Memorial Day, and Fourth of July

☐ I can describe the following historical figures: Christopher Columbus, Abraham Lincoln, George Washington, Benjamin Franklin, Harriet Tubman, Martin Luther King, Jr., Rosa Parks and Amelia Earhart.

☐ I can explain what sources to use to gather historical information (i.e. books, internet, news, movies, and interviews with people at the historical event).

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Vocabulary	Timeline, history, event, patriotic, President, source, evidence	