

# Grade One

## Introduction to History and the Social Sciences

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The standards for first-grade students include comparisons of everyday life and traditions in different places and times. First-grade students should construct simple maps and globes to identify continents and locate places in Virginia and around the world related to their comparative studies of life and culture. First graders should also construct time lines; study economic concepts of scarcity, productive resources, and consumption; learn the value of rights and responsibilities; and help to make and enforce class rules. The student should be encouraged to develop good character through stories that teach such virtues as honesty, truthfulness, kindness, self-discipline, and responsibility.

### History

- 1.1 The student will compare everyday life in different places and times and recognize that people, places, and things change over time through such comparisons as
  - current school and community with past school and community; and
  - contemporary American life with American life in previous time periods.
- 1.2 The student will understand through biographies and stories the deeds for which our nation honors leaders from the past, including a variety of political, scientific, social, and military leaders, including Benjamin Franklin, George Washington Carver, Jane Addams, and John Paul Jones.
- 1.3 The student will study the life of people and events associated with major holidays such as Thanksgiving and the Pilgrims, Independence Day, Flag Day, Veterans' Day, Memorial Day, etc.
- 1.4 The student will construct time lines to show sequence and change and will identify examples of possible cause and effect.

### Geography

- 1.5 The student will locate the local community, Richmond, the Commonwealth of Virginia, the United States, the seven continents, and the four oceans on a map and a globe.
- 1.6 The student will construct a simple map of a familiar area incorporating cardinal direction, scale, and map symbols.
- 1.7 The student will describe how climate, location, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- 1.8 The student will use maps, pictures, and stories to compare the geography of the local community with that

of other communities in Virginia, the United States, and the world.

### Economics

- 1.9 The student will describe the differences between human resources (people at work), natural resources (water, soil, wood, coal, etc.), and capital resources (machines, tools, etc.) used to produce different goods or services.
- 1.10 The student will explain the difference between goods and services and will describe how people are both buyers (consumers) and sellers (producers) of goods and services.
- 1.11 The student will explain that limits on resources require people to make choices about producing and consuming goods and services.
- 1.12 The student will simulate the exchange of money for goods and services and will identify ways to save money.

### Civics

- 1.13 The student will describe and compare the making of some class rules by direct democracy (e.g., the entire class votes on the rules) and by representative democracy (e.g., the class elects a smaller group to make the rules).
- 1.14 The student will identify the bodies of elected representatives responsible for making local, Virginia, and United States laws.
- 1.15 The student will name the President of the United States and recognize national symbols and traditions of Virginia and the United States such as flags, holidays, and the Pledge of Allegiance.