

Nashoba Regional School District

# **HISTORY AND SOCIAL SCIENCE**

**Standards and Benchmarks  
Grade 1**



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Nashoba Regional School District History and Social Science Standards and Benchmarks, 2008.

Work in this document is based upon the standards outlined in the Massachusetts History and Social Science Framework, August 2003.

# History and Social Studies by Grade Level

## Grade 1

Massachusetts Curriculum Frameworks (August 2003)

### Family and Community

**Grade One Focus: To strengthen students' identity as American citizens "Family and Community".**

#### Concepts and Skills to be addressed:

The Massachusetts Social Studies Curriculum Frameworks will be addressed for first graders by studying the geography of their neighborhood. Students will continue to look at the major historical events, figures, symbols, and importance of the national holidays. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and about their family history by looking at a family tree. In first grade, children listen to and read folk tales and true stories from America and from around the World.

#### Big Ideas:

- Days, weeks, months, and years are temporal sequences (H).
- Our country is home to many different Americans (H,C,G).
- Folktales, biographies, oral histories, and legends relate a history of the community. (H,C)
- Maps represent space (classroom, school, and neighborhood). (G)
- Symbols and cardinal directions are used to determine where objects and places are located on maps and globes. (G)
- People make choices about how to spend their money based on needs and wants. (E)

#### Essential Questions:

##### In relation to "time and organization":

- What makes up a day, week, month, year, and season?
- What do the phrases *now*, *in the past*, and *in the future* mean?
- How are dates organized on a calendar?

##### In relation to "My Life and My Family Customs":

- What is the difference between the present and the past?
- How can I put the events of my own life in the order in which they happened?
- What are some traditions your family celebrates?
- Where did these traditions come from?

##### In relation to "folktales":

- What do early folk tales tell about the history of a community of people?
- Who are the main characters in the folk tale and what lessons do they teach?

## **Essential Questions - continued:**

### **In relation to the “study of geography”:**

- How does a map represent space?
- How are cardinal directions such as north, east, south, and west shown on a map?
- Where are the North and South Poles and the equator?
- What are examples of continents, mountains, rivers, lakes, and oceans?

### **In relation to the geography of “My Neighborhood”:**

- What does my neighborhood look like?
- Where on a map is my neighborhood located?
- What are the landmarks that are present in my neighborhood?
- Is my neighborhood part of a city or town?

### **In relation to “leaders and national symbols”:**

- What makes a good leader?
- What are some of the important places and things that are symbols of the United States?
- What do symbols represent and how did they develop?
- What makes a good symbol for our country?
- How do Americans remember and celebrate their history?

### **In relation to “civics and government”:**

- What are some examples of *politeness, achievement, courage, honesty, and reliability*?

### **In relation to “economics”:**

- What types of things do people buy and use?
- How do people choose what they buy and use?
- What kinds of services do people do for each other?

**By the end of First Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:**

#### **UNITED STATES LEADERS, SYMBOLS, EVENTS, AND HOLIDAYS**

- On a map of the United States locate Washington D.C. and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts. (1.1/ G)
- Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. (1.2/ H,C)
- Identify and explain the meaning of American national symbols. (1.3/ H,C)
  - a. The American flag
  - b. The bald eagle
  - c. The White House
  - d. The Statue of Liberty

**By the end of First Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:**

**continued...**

- Demonstrate the ability to recite the Pledge of Allegiance, to explain its meaning, and to sing national songs such as *America the Beautiful*, *My Country, 'tis of Thee*, *God Bless America*, and *The Star Spangled Banner* and explain the general meaning of the lyrics. (1.4/ H,C)
- Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veteran's Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Patriot's Day, Memorial Day, Flag Day, and Independence Day. (1.5/ H,C,G)
- Give reasons for noting the days that mark the changes in seasons. (1.6/ G)

**INDIVIDUALS, FAMILIES, AND COMMUNITIES NOW AND LONG AGO**

- After reading or listening to folktales, legends, and stories from America (John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley) and from around the world (Lon Po Po, Issun Boshi, Medio Pollito, Anansi, and the Knee-High Man) describe the main characters and their qualities. (1.7/ H)
- After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriet Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (1.8/ H,C) **Note:** *Teachers are free to choose whatever biographies they wish.*
- Explain that Americans have a variety of different religious, community, and family celebration and customs, and describe celebrations or customs held by members of the class and their families. (1.9/ H)
- 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)

## GRADE K and GRADE ONE RESOURCE LIST

*A is for America: An American Alphabet* by Devin Scillian

“This Land is your Land” by Woody Guthrie

*The Story of the Statue of Liberty* by Betsy & Giulio Maestro

“I Pledge Allegiance” by June Swanson

*Red White and Blue* by Susan Canizares & Betsey Chessen

*Looking at Liberty* by Harvey Stevenson

*The Inside-Outside Book of Washington, D.C.* by Roxie Munro

Scholastic: *America the Beautiful*

*Purple Mountain Majesties* by Barbara Younger

*Stars and Stripes* by Sarah L. Thomson

*One Nation* by Devin Scillian

*George Washington’s Mother* by Jean Fritz

*Hello U.S.A Series: Massachusetts*