

Social Studies Curriculum – Grade 1
Terrebonne Parish School District – 2005

GEOGRAPHY: Physical and Cultural Systems – Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

A. The World in Spatial Terms

Benchmark		
G-1A-E1		Identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images.
	SSGLE1	Identify and use maps, globes, and simple map symbols and key/legend. Text 20-21A, 37,38, 94-95, 126A-127A Act. pgs. 14, 15, 17 25, 44-45
	G-1A-E1	Differentiate between world, United States, and Louisiana maps.
	G-1A-E1	Identify visual representations of landforms and bodies of water.
	SSGLE2	Interpret a simple chart. Text 60A-61A, 70, 77, table 104A-105A, pictograph 142A-143A, calendar 170A-171A, Act pgs. 35
	SSGLE3	Describe a map as a representation of a place. Text 16A-17, 21,38, 162-165 Act pg. 5 LA Act. pgs. 14, 15, 17 19, 25

G-1A-E2		Locating and interpreting geographic features and places on maps and globes.
	G-1A-E2	Locate Louisiana on a United States map.
	G-1A-E2	Locate the United States on a globe and world map.
	G-1A-E2	Distinguish between water and land on a map and globe.
	G-1A-E2	Locate a compass rose on a map.
	G-1A-E2	Locate the North and South Poles on a globe.
	G-1A-E2	Locate the equator on a globe.
	SSGLE4	Locate places on the school campus and describe their relative location. Text 94-95

G-1A-E3		Constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems.
	SSGLE5	Create and interpret simple maps utilizing map keys, and identify the relative location of places in the school and community. Text 16A-17, 48A-49A, 95A, 117A-117B

B. Places and Regions

G-1B-E1		Describing and comparing the physical characteristics of places, including landforms, bodies of water, soil, vegetation, and climate.
	SSGLE6	Identify and describe Earth’s various physical features such as landforms, rivers, oceans, islands, and weather. Text A2-A4, 124A-125A Act. pg. 3 LA Act pgs. 8, 18, 24

G-1B-E2		Identifying and describing the human characteristics of places, including population distributions and culture.
	G-1B-E2	Compare the food, dress, and traditions of several cultures.

G-1B-E3		Describing how the physical and human characteristics of places change over time.
	SSGLE7	Identify human features (man-made) in the local region such as farms, cities, buildings, and roads. Text 120, 130, W40, 82-89A, 92, 114
	G-1B-E3	Describe how physical and human characteristics such as clothing, jobs, and modes of

		travel have changed since early times.
G-1B-E4		Defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language.
	SSGLE8	Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country
C. Physical and Human Systems		
G-1C-E1		Describing how physical processes help to shape features and patterns on Earth's surface.
	SSGLE9	Describe how seasons affect the local community. Text 170-171A
G-1C-E2		Describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions. (1,2,3,4)
	G-1C-E2	State the fact that people live in different types of settlements such as towns, cities, and farms.
	SSGLE10	Identify and compare differences in land use (e.g., rural and city settlements). Act. pg. 24, 128A130, 132-135A
G-1C-E3		Describing and explaining the characteristics, distribution, and migration of human populations. (1,3,4)
	G-1C-E3	Explain why people move from place to place.
G-1C-E4		Identifying and comparing the cultural characteristics of different regions and people.
	SSGLE11	Identify and compare basic elements of culture (e.g., food, music, celebration). Text 69-69B, 172A, 173A
G-1C-E5		Locating and explaining the spatial distribution of economic activities.
	G-1C-E5	State examples of how physical geography is related to economic activities in Louisiana.
	SSGLE12	Identify the types of economic activities in which family members participate
G-1C-E6		Identifying and describing types of territorial units, such as parishes or counties, states, and countries.
	SSGLE13	Identify by name the town, parish, state, and country in which the student lives. Act pgs. 46-47, 50, 53, 56-57
D. Environment and Society		
G-1D-E1		Identifying and explaining ways in which people depend upon and modify the physical environment.
	G-1D-E1	Name natural and man-made changes in the environment.
	SSGLE14	Identify the basic human needs of food, clothing, and shelter Act pg. 40, 204A-205A
G-1D-E2		Describing how humans adapt to variations in the physical environment.
	G-1D-E2	Explain how needs change in relationship to seasons, geographic location, and travel through space and water.
	G-1D-E2	Identify actions that can conserve the physical environment.
	SSGLE15	Identify various types of human shelters and describe building materials used for construction Text 44-45, 136-137

G-1D-E4		Describing the use, distribution, and importance of natural resources.
	G-1D-E4	Identify some of the major natural resources in the community and Louisiana.
	G-1D-E4	Identify ways people use natural resources in their environment.
CIVICS: Citizenship and Government – Students develop an understanding of the structure and purposes of government, the foundations of the American democratic systems, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.		
A. Structure and Purposes of Government		
C-1A-E1		Describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation.
	C-1A-E1	Identify and discuss community helpers.
	C-1A-E1	Identify and discuss leadership roles in home, school, and community.
	SSGLE16	Identify school rules and the persons responsible for making and enforcing them. Text 30A-31A
C-1A-E2		Explaining the necessity and basic purposes of government.
	C-1A-E2	Explain how community services such as postal services, hospitals, schools, and libraries are funded by government.
	SSGLE17	Explain the necessity of establishing leadership and order at school. Text 18A-19
C-1A-E4		Identifying and describing some of the major responsibilities of local, state, and national governments.
	C-1A-E4	Identify the responsibilities of teachers, principals, parents, and students in school.
C-1A-E5		Identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers.
	SSGLE18	Identify and recognize the current president of the United States
C-1A-E6		Explaining how officials in government acquire the authority to exercise political power.
	SSGLE19	Explain the process of voting using classroom issues. Act. pgs. 52, 146A-147A, 176A-177A
	C-1A-E6	Explain how decision-making (voting) is a responsibility of a member of the community.
C-1A-E7		Explaining the purposes and importance of rules and laws.
	SSGLE20	Propose rules and consequences for a given situation and explain why the rules would be important.
	C-1A-E7	Formulate classroom rules.
B. Foundations of the American Political System		
C-1B-E2		Discussing the importance of citizens' sharing and supporting the principles of American constitutional democracy.
	SSGLE21	Evaluate the importance of sharing and supporting the responsibilities of home, class, and school rules. Text 18A-19, 26A-28

C. International Relationships – no GLEs

D. Roles of the Citizen

C-1D-E1		Explaining the meaning of citizenship and the means by which individuals become citizens of the United States.
	C-1D-E1	Describe the qualities of a good citizen such as honesty, courage, and patriotism.
	SSGLE22	Define the meaning of the term <i>classroom citizen</i> Text 14-15
C-1D-E2		Describing the rights and responsibilities of citizenship in a democratic society.
	C-1D-E2	State examples of how people demonstrate good citizenship (e.g., voting, jury duty, cleanup campaigns, etc.).
C-1D-E3		Identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy.
	C-1D-E3	Identify symbols of Louisiana and the United States.
	C-1D-E3	Explain ways in which students can express their patriotism.
C-1D-E4		Describing the many ways that citizens can participate in and contribute to their communities and to American society.
	C-1D-E4	Recite the Pledge of Allegiance.
	SSGLE23	Identify patriotic songs and American symbols Act. pgs. 50, 180A-186A, 188-189
C-1D-E5		Discussing issues related to citizenship and public service.
	SSGLE24	Identify ways to help and participate in public service within school or community (e.g., volunteer, donations, parent organizations) Text 36-89, 92A-93 Act. pg. 43
	C-1D-E5	Explain ways people show empathy toward others such as helping those less fortunate and practicing compassion for others.

ECONOMICS: Interdependence and Decision Making – Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

A. Fundamental Economic Concepts

E-1A-E1		Recognizing that limited resources require people to make decisions.
	E-1A-E1	Identify the purpose of money as something used to purchase goods and services.
E-1A-E3		Demonstrating how economic wants affect decisions about using goods and services.
	E-1A-E3	Explain how wants affect decisions about what is bought and used.
	SSGLE25	Identify the difference between basic human needs and wants Text pgs. 64-65
E-1A-E4		Discussing and determining the process for making economic decisions.
	SSGLE26	Identify a personal example of how the cost of an item affects whether or not it can be purchased 62-63, 64A-65
E-1A-E5		Explaining the relationships among producers and consumers.
	E-1A-E5	Identify producers and consumers and describe their working relationship.
	SSGLE27	Describe how the individual is a consumer

E-1A-E7		Describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers.
	E-1A-E7	Describe how family members interact within the family to meet each member's individual needs.
	SSGLE28	Identify simple descriptions of the work people do and the names of related jobs in the community. Text pgs. 86-89, 90A-91, 92A-93
	SSGLE29	Explain why people in a school and community have different jobs. Text 86-89, 90A-91, 92A-93 Act pgs. 43, 48
E-1A-E8		Determining how the development of skills and knowledge relates to career opportunity and economic well being
	SSGLE30	Describe skills the student can do well (e.g., personal physical academic). Text 32-33, 72-73, 110-111, 148-149, 190-191, 230-231
E-1A-E9		Identifying different methods for the distribution of goods and services, including the concept of markets.
	E-1A-E9	Choose the best method for transporting goods.
E-1A-E10		Identifying some of the economic institutions, such as households and banks, that makes up the economy.
	E-1A-E10	Identify places where money is kept, such as homes, banks, etc.
E-1A-E11		Explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process.
	SSGLE31	Describe the benefits of a voluntary exchange. Text 168
B. Individuals, Households, Business, and Governments		
E-1B-E5		Identifying the major goods and services produced in the local community and state.
	E-1B-E5	Identify products found in the local community and in Louisiana.
HISTORY: Time, Continuity, and Change – Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and the world.		
A. Historical Thinking Skills		
H-1A-E1		Demonstrating an understanding of the concepts of time and chronology.
	SSGLE32	Identify and use words to describe time (past, present, future, yesterday, today, and tomorrow) Text 22A-25, 67-69
H-1A-E2		Recognizing that people in different times and places view the world differently.
	SSGLE33	Identify similarities and differences in families over time. (e.g., structure, roles of women, men, and children) Text 22A-25, 50-59, 66A-69
H-1A-E3		Identifying and using primary and secondary historical sources to learn about the past.
	SSGLE34	Create a primary source of personal information. (e.g., autobiography, journal/diary)

B. Families and Communities

H-1B-E1		Describing and comparing family life in the present and the past.
	H-1B-E1	Compare family life of early Americans to present family life.
H-1B-E2		Relating the history of the local community and comparing it to other communities of long ago.
	H-1B-E2	Compare and contrast how life in the past differs from life today.
	SSGLE35	Identify transportation methods of the local community in the past. (Text 23, 106A-109A LA act. pg. 41)

C. Louisiana and United States History

H-1C-E3		Describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history.
	H-1C-E3	Explain why groups of people immigrated to the United States.
H-1C-E4		Recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage.
	H-1C-E4	Compare and contrast ways that various cultures celebrate holidays.

D. World History

H-1D-E2		Describing the social and economic impact of major scientific and technological advancements.
	H-1D-E2	Recognize advances in science and technology that impact society.