

ACTON PUBLIC SCHOOLS
Grade One Social Studies Program
Some Ways the Same, Some Ways Different

DESCRIPTION

Students expand their understanding of individual differences to include a variety of handicaps. Students develop an understanding of families, their similarities and differences, by looking at family life here and in other (non-English speaking) cultures.

The time spent on social studies in grade one is expected to be at least the equivalent of:

- two periods of study per week, approximately 30 minutes each;
- additional time spent on content-related fiction (including American folk tales) and biographies of Americans of different ethnic groups.

TEACHING STRATEGIES

Social Studies in the Acton Public Schools will consist of a wide variety of activities, including such things as studying artifacts, mapping, role playing and simulations, field trips, surveys, art activities, class discussions, journal writing, music, projects, as well as reading historical fiction and non-fiction. Whenever possible, activities should be planned to allow for integration with other disciplines, such as mathematics, language arts and science. Students should be asked to think critically about information and to ask and answer questions whenever possible. An in-depth discussion of social studies teaching practices can be found in the Massachusetts State Framework for Social Studies.

HABITS OF MIND FOR SOCIAL STUDIES

The goal of the Acton Public Schools Social Studies curriculum is to help students develop ways of reflecting, inquiring, and acting (often referred to as “habits of mind”) that they will carry with them beyond their formal education. How do we approach new situations? What kinds of attitudes do we bring to things we see and do? What kind of responsibility do we see ourselves having in relation to society?

Our teaching will encourage students to:

1. Ask rigorous questions, try new things, act on beliefs, resist peer pressure, and take other appropriate risks.
2. Recognize the importance of multiple viewpoints for understanding people, events and issues.
3. Empathize with people of different historical periods, places, and backgrounds.
4. Make connections and look for patterns to construct meaning from historical and current events.

5. Learn that most issues encountered in social studies are complex, need thoughtful analysis, and may lack simple solutions.
6. Form and express opinions by weighing information and evidence, but be willing to revise these opinions in light of additional information and perspectives.
7. Inquire into the costs and benefits of competing alternatives.
8. Visualize a better future, and become active and responsible members of their communities.
9. Use peaceful and just strategies for resolving strongly-conflicting opinions.

ORGANIZING QUESTIONS

1. How can families be similar and different at the same time?
2. How are children's lives the same and different in different countries?
3. What are the ways that all children are the same, including those with physical handicaps?
4. How is the globe organized?
5. What is a map?

STRANDS: GEOGRAPHY, CIVICS, ECONOMICS, CURRENT/GLOBAL CONNECTIONS, SOCIOLOGY

GEOGRAPHY

Concepts

- Maps and Globe

Essential Questions

1. What is a globe, and what can we learn from it?
2. What is a map, and what can we learn from it?
3. How are maps and globes the same and different?
4. How can we use the map and globe to find other places around the world?

Outcomes

Students will:

1. Locate and explain specific sites on the globe or a map, including the north and south poles and the equator.
2. Draw pictures to show the relative position of objects (above/below, left/right, north, south, east, west).

3. Follow and give verbal directions (here/there, over/under, left/right).
4. Respond to verbal instructions involving directions: “Simon says.”
5. Sketch a simple map.
6. Tell their home address.
7. Know the name of hometown and state and locate MA on U. S. map.
8. Locate specific sites within school building (e.g., office, library, nurse).
9. Point out continents (land) and oceans (water) by name, on a globe and a map.
- 10. Identify and explain physical features, including mountains, lakes and rivers, through use of pictures.
11. Recognize basic map symbols.
12. Create a community with blocks and/or box sculptures.

CIVICS

Concepts

- National symbols, leaders, events and holidays
- Acceptance/Rejection

Essential Questions

1. Why do we celebrate holidays honoring famous people and events?
2. Why is it important to be respectful to all people, regardless of their physical abilities?

Outcomes

Students will:

1. Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, they will identify the months for Labor Day, Columbus Day, Veteran’s Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents’ Day, Patriots’ Day, Memorial Day, Flag Day, Independence Day. (MA H/C/G 1.5)
2. Describe some physical handicaps (i.e., blindness, deafness, and orthopedic handicaps) and tell ways in which people adapt to life with those challenges.

ECONOMICS

Concept

- Needs of Families

Essential Questions

1. How do families in Acton meet their basic needs?
2. How do families in several other countries meet their basic needs?
3. Does everyone in the world live in the same kind of town as Acton?

Outcomes

Students will:

1. Identify the basic life necessities.
2. Identify the common needs of people in different parts of the world; e.g., food, clothing and shelter.
3. Use graphs, stories, charts and pictures to show how the common needs of people are met.

CURRENT/GLOBAL CONNECTIONS

Concept

- How are children all over the world the same?
- What are some ways people's lives are different in other parts of the world (or even in other parts of the U.S.)?

Essential Questions

1. How is climate different in the different countries studied?
2. How are children's lives different in different countries (i.e., clothing, foods, games, houses, schools, etc.).

Outcomes

Students will:

1. Acquire and compare information about other countries and cultures.