

Spring 2009



History and Social Science Curriculum Guide

Grade One

Spring 2009

Amherst County Public Schools History and Social Science Curriculum Guide

Introduction

The history and social science curriculum in Amherst County Public Schools consists of 13 courses that span Kindergarten through Grade 12. Each course curricula is based on the Virginia Standards of Learning (SOL).

2009 curriculum and pacing guides address the 2008 revisions to the History and Social Science SOL. Each grade level curriculum guide contains objectives, suggested teaching activities, resources, related SOL, and assessment methods. Grade level teachers were asked to review the existing curriculum and pacing guides and provide editorial changes for content that was retained in the 2008 SOL and to provide instructional suggestions for the 2008 SOL revisions. Curriculum and pacing guide edits were made by the division SOL Resource Specialist for Social Studies. Draft document changes were distributed to teachers for review and input. Grade level meetings were scheduled for additional review and input before finalizing the document.

Objectives:

The objectives are based on the SOL and the Curriculum Framework content. Every effort must be made to ensure student mastery of the objectives.

Suggested Activities:

These activities are suggested, not required. Teachers may choose from these activity ideas or utilize other activities that are a strong instructional match for the learning styles of their students.

Resources:

Resources may be located within the individual school building, be available through the Amherst County Public Schools Media Center, be available through the Internet, or be resources used by teachers and known to be appropriate for the content being instructed. The resources listed are suggestions. Teachers may use additional resources provided those resources comply with Amherst County Public School guidelines.

Related SOL:

These are listed to assist teachers with drawing on the students' prior knowledge, developing integrated lessons, linking content to reinforce student understanding, and reviewing content.

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Assessment:

These are suggestions. Teachers should develop and utilize assessment means that provide valid and reliable feedback on the students' level of mastery.

Teachers are expected to instruct to the objectives of the curriculum guide for their grade level/subject area and utilize strategies, activities, and resources that promote mastery of the SOL.

Pacing guides must be followed to ensure alignment with nine-week benchmark assessments.

Amherst County Public Schools Grade 1 History and Social Science Curriculum

SOL: 1.1

The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize the differences in past, present, and future times</p> <p>2) Show understanding of everyday life changes in different places and times</p> <p>3) Create a time line of events</p> <p>4) Define the following: Community Change Family Past Present Future Timeline Sequence</p>	<p>1) Students take home a survey to be completed with parents-family members to relate what has changed in schools, communities, transportation, and family life over time. Students report from surveys and teacher develops a chart of significant changes in each area. As a class, sequence survey events on a time line.</p> <p>2) Students create mini-books about their lives in the future. Include things like careers, cars, homes, etc. Compare to past and present.</p> <p>3) Students complete a word map for the word "future." Include definition, picture, sentence about, and antonym.</p>	<p>Teacher created materials.</p> <p>www.amherst.k12.va.us/Media Center Web Collection</p> <p>DLTA-Directed Learning Teaching Activity from Criss training.</p> <p><i>Samuel Eaton's Day</i> by Kate Waters</p> <p><i>On the Mayflower</i> by Kate Waters</p> <p><i>If You Sailed on the Mayflower</i> by Ann McGovern</p> <p><i>Meet the Robinsons: The Movie Storybook</i> by Barbara Bazaldua</p> <p><i>Meet the Robinsons: Keep Moving Forward</i> by Katherine Emmons</p>	<p>K.2</p> <p>1.2</p> <p>1.3</p> <p>English 1.9</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Given a sequence of events, the students will create a time line.</p> <p>Raft: Role: You in the future Audience: You in first grade Format: Letter Topic: Tell yourself what it is like in the future, including cars, careers, schooling, etc.</p>

	<p>4) Students complete a flow chart sequencing their projected future i.e. One minute from now I will...., one hour from now I will...., one week from now I will...., one year from now I will....</p> <p>5) Directed Learning Teaching Activity (DLTA) with <i>Sarah Morton's Day</i> by Kate Waters. Students complete a form titled My Life v. Pilgrim Life. On the left side, students fill in present home, clothing, chores, and foods. On the right side compare to Sarah/Samuel and write about their home, clothing, chores, and foods.</p> <p>6) Students sort pictures of the past, present, future.</p> <p>7) Students illustrate examples of schools, transportation, and inventions of the future and past.</p> <p>8) Students create a timeline of major life events and include what they would like to be when they are grown.</p>	<p><i>Future</i> (DK Eyewitness Books) by Michael Tambini</p> <p><i>My Robot</i> by Eve Bunting(Harcourt Trophies reading series)</p> <p><i>Just a Dream</i> by Chris van Allsburg</p> <p><i>Little House</i> picture books by Laura Ingalls Wilder</p> <p>Virginia Museum of Fine Arts at www.vmfa.state.va.us/</p> <p>United Streaming</p>	<p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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	<p>9) Students illustrate what job or career they want to have in the future.</p> <p>10) Students draw and label something they would like to “invent” in the future. (Link to SOL 1.2 – Benjamin Franklin, an inventor)</p> <p>11) Students working in small groups, choose to write about or illustrate examples of the future such as schools, communities, transportation, or family life. Each group presents its project to the class.</p> <p>12) Students create a timeline about their daily schedule.</p> <p>13) Students sequence the given steps of various activities.</p> <p>14) Art activities (as appropriate) from the Virginia Museum of Fine Arts website www.vmfa.state.va.us/</p>		
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	<p>15) Jigsaw – Group choices: schools, homes, toys, transportation, and communication</p> <p>a) students read books in their chosen group</p> <p>b) students cut and sort images onto posters divided as past, present, and future for their group</p> <p>c) students draw images for future ideas of their group</p> <p>d) students summarize areas in a sentence for past (was), present (is) and future (will be) for their group</p> <p>e) each group presents information created by the group while class completes an information sheet illustrating one past, present or future idea presented by the group.</p>		
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Amherst County Public Schools Grade 1 History and Social Science Curriculum

SOL: 1.2

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Retell the important deeds accomplished by American leaders of SOL 1.2</p> <p>2) State the nicknames for George Washington and Abraham Lincoln</p> <p>3) Define the following: Deeds Contribution Electricity Lightning Experiment Volunteer Peanuts Sweet potatoes Soybeans Equal rights</p>	<p>1) Teacher reads and makes available to students, books about famous Americans. For each character, create a character web to be displayed.</p> <p>2) Students write and illustrate a classroom big book of biographies using facts from teacher instruction and readings.</p> <p>3) Students create a simple time line by appropriately sequencing major historical figures and by identifying other historical figures that lived during the same time frame.</p> <p>4) Students make a kite. Using kite shaped paper, students write about Ben Franklin's contributions.</p>	<p>Teacher created activities.</p> <p><i>Virginia Experience/Virginia Readers</i> by Carole Marsh/Gallopade International.</p> <p><i>A Picture Book of</i> by Trumpet Club, a series of books about various famous characters.</p> <p><i>What's the Big Idea, Ben Franklin?</i> By Jean Fritz</p> <p>www.amherst.k12.va.us/MediaCenterWebCollection</p> <p><i>George Washington's Mother</i> by Jean Fritz</p> <p><i>Abraham Lincoln</i> by Pamela Walker</p> <p><i>Abe Lincoln's Hat</i> by Martha Brenner</p>	<p>K.1</p> <p>1.1</p> <p>1.3</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Food activities related to George Washington Carver.</p> <p>6) Integrate George Washington Carver with science SOL 1.1, 1.4 and 1.5</p> <p>7) Card sorts for the famous individuals of SOL 1.2</p> <p>8) Students create a timeline of life events of a specific famous American from SOL 1.2.</p> <p>9) Create a web of the important contributions of a specific famous American from SOL 1.2.</p> <p>10) Develop a collage of the accomplishments of Eleanor Roosevelt or other American leader, writing three facts about the leader.</p> <p>11) Students write mini fact-books about famous American leaders from SOL 1.2.</p> <p>12) Picture sorts for the famous individuals of SOL 1.2.</p>	<p><i>Abe Lincoln and the Muddy Pig</i> by Stephen Kransley</p> <p><i>Just Like Abraham Lincoln</i> by Bernard Waber</p> <p><i>Teacher's Helper</i>, Feb/Mar 1999, "All About George Washington Carver"</p> <p><i>George Washington Carver Super Scientist</i> by Carole Marsh</p> <p><i>George Washington Carver</i> by Barbara Spilman Lawson, VA SOL Famous Americans K/1 Coloring Book</p> <p><i>Best Bargain Books Social Studies</i>, Frank Schaffer, pp. 21-60</p> <p><i>A Picture Book of Benjamin Franklin</i> by David A. Adler</p> <p><i>Benjamin Franklin</i> by Philip Abraham</p> <p><i>Ben Franklin and the Magic Squares</i> by Frank Murphy</p> <p><i>George Washington Our First President</i> by Garnet Jackson</p>	
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	<p>13) On the 100th day of school show a picture of Benjamin Franklin and a picture of the 100 dollar bill which has Benjamin Franklin's picture. Also review math SOL 1.1 and 1.2. Students illustrate the 100 dollar bill and write Benjamin Franklin's contribution on the drawing.</p> <p>14) Card sort of the contributions of famous Americans in SOL 1.2</p>	<p><i>George Washington</i> by Philip Abraham</p> <p><i>George Washington a Picture Book Biography</i> by James Cross Giblin</p> <p>VA Readers #6 Coloring and Activity Book</p> <p><i>Eleanor Everywhere: The Life of Eleanor Roosevelt</i> by Monica Kulling</p> <p><i>Amelia and Eleanor go for a Ride</i> by Pam Muñoz Ryan</p> <p><i>A Picture Book of Eleanor Roosevelt</i> by David A. Adler</p> <p><i>Eleanor Roosevelt: Fighter for Social Justice</i> by Ann Weil</p> <p><i>Eleanor Roosevelt</i> by Mary Winget</p> <p>www.nps.gov/elro</p> <p>www.newdeal.feri.org/eleanor/index.html</p> <p>www.pbs.org/wgbh/amex/eleanor/sfeature/index.html</p>	
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		<p><i>Eleanor Roosevelt</i> by Kenneth Richard</p> <p><i>The Story of Eleanor Roosevelt</i> by Lorena Hickok</p> <p>http://teacherlink.ed.usu.edu/ TLRESOURCES/units/ Byrnes-famous/Roosevel.htm</p> <p>www.proteacher.com/090081. shtml</p> <p><a href="http://www.instructorweb.com/les
eleanorroosevelt.asp">www.instructorweb.com/les eleanorroosevelt.asp</p> <p><a href="http://www.gwu.edu/~erpapers/
teaching/lesson-plans/
Eleanor-everywhere.cfm">www.gwu.edu/~erpapers/ teaching/lesson-plans/ Eleanor-everywhere.cfm</p> <p>Pictures of the American leaders in SOL 1.2</p> <p>Picture of a 100 dollar bill</p>	
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**Amherst County Public Schools
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SOL: 1.3

The students will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the holidays of SOL 1.3 and explain how they are celebrated to remember important leaders or events</p> <p>2) Identify Christopher Columbus, George Washington, and Abraham Lincoln</p> <p>3) Define the following: Holiday Columbus Day Presidents' Day Independents Day (Fourth of July)</p> <p>4) Name America's birthday.</p> <p>5) State the month when Columbus Day, Presidents' Day and Independence Day are celebrated</p>	<p>1) Teacher reads books about holidays in SOL 1.3, emphasizing the people, events, celebrations, and customs associated with each.</p> <p>2) Students play a picture card sort of holiday symbols and customs.</p> <p>3) Class constructs a timeline and labels when each holiday occurs during the year.</p> <p>4) Students create calendars labeling the holidays.</p> <p>5) Review the holidays at the appropriate time during the school year.</p> <p>6) Review information from SOL K.1 and K.9, linking to SOL 1.3.</p>	<p>Teacher created activities</p> <p>www.amherst.k12.va.us/Media Center Web Collection</p> <p>Trade books</p> <p>Picture cards</p> <p>Timelines</p> <p>Card sorts</p> <p><i>Young Christopher Columbus Discoverer of New Worlds</i>, a Troll First Start Biography</p> <p><i>A Book about Christopher Columbus</i> by Ruth Belov Gross</p> <p><i>In 1492</i> by Jean Marzollo</p> <p>United Streaming</p>	<p>K.1</p> <p>K.9</p> <p>1.1</p> <p>1.2</p> <p>1.12</p> <p>2.11</p> <p>3.11</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
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SOL: 1.4a-d

The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the shape of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The students will be able to:</p> <p>1) Determine where objects and places are located on maps and globes using symbols and cardinal directions</p> <p>2) Identify the United States and Virginia by their shape on globes and maps</p> <p>3) Name the capital of the United States and the capital of Virginia</p> <p>4) Locate the capital cities of Washington, D.C. and Richmond, Virginia using specific identifiable symbols</p>	<p>1) Students use a teacher generated treasure map to discover articles hidden in the classroom.</p> <p>2) Students work in pairs or independently to complete a map of the classroom.</p> <p>3) Using a globe and maps students locate the United States and Virginia.</p> <p>4) Given a map of the United States students color/label Virginia, Washington, D.C. and Richmond.</p> <p>5) Given maps with symbols, students identify symbols using cardinal directions.</p>	<p>Teacher created activities</p> <p>www.k12.amherst.va.us/Media Center Web Collection</p> <p>Globes</p> <p>Maps</p> <p>Atlas</p>	<p>K.4</p> <p>K.5</p> <p>1.5</p> <p>2.6</p> <p>3.6</p> <p>Math 1.16</p> <hr/> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Identify and use map symbols for land, water, cities, and roads</p> <p>6) Define the following: Map Globe Symbol Cardinal directions Capital</p> <p>7) Use correctly cardinal directions with maps and globes</p>	<p>6) Integrate the recognition of the shape of the United States and Virginia to Math SOL 1.16 (Virginia , a triangle; US a rectangle)</p> <p>7) Map exercises for locating places or objects using cardinal directions.</p> <p>8) Given Play-Doh or modeling clay, students create a map of Virginia, marking the proper symbols for Washington D.C. and Richmond.</p> <p>9) Using popsicle sticks, students create and label a cardinal direction symbol (compass rose).</p> <p>10) Teacher divides the classroom into north, east, west, and south. Using those designations, students locate items in the classroom. This should be used throughout the school year to review cardinal directions.</p>		
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**Amherst County Public Schools
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SOL: 1.5

The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify a map as a drawing that shows what places look like from above and where they are located</p> <p>2) Know that maps include a map legend</p> <p>3) Define the following: Map legend Map symbols Cardinal direction</p> <p>4) Name the four cardinal directions</p> <p>5) Use cardinal directions in locating places and objects on maps and globes</p> <p>6) Use a map legend to identify places and objects on a map</p>	<p>1) Students, with parental help, create a map representing their house using a map legend, symbols, and cardinal directions.</p> <p>2) Using ready made maps students locate and use the map legend, symbols, and cardinal directions.</p> <p>3) Review the location of Washington, D.C. and Richmond from SOL 1.4. Students apply cardinal directions to the locations.</p> <p>4) Using maps, globes, symbols, and cardinal directions should be on-going throughout the school year.</p>	<p>Teacher created activities</p> <p>Maps</p> <p>Globes</p> <p>www.amherst.k12.va.us/ Media Center Web Collection</p>	<p>K.4</p> <p>K.5</p> <p>1.4</p> <p>2.6</p> <p>3.6</p> <hr/> <p align="center">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools
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SOL: 1.6

The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that geography includes the study of location, climate, and physical surroundings</p> <p>2) Recall that location, climate, and physical surroundings affect the way people live and meet their basic needs</p> <p>3) Define the following: Location Climate Physical surrounding Season Geography</p> <p>4) Discuss how geography affects how people travel and what is available for recreation</p>	<p>1) Analyze and chart daily weather by month. At the end of the school year, graph each month's weather by terms such as sunny, cloudy, rainy, and snowy. Link weather to climate.</p> <p>2) Teacher gives examples of different geographic features and students locate these using magazines, encyclopedias, and their own drawings.</p> <p>3) Given a physical map of the world, students will be able to use it to infer modes of transportation, clothing, food, shelter, and recreation for selected areas.</p> <p>4) Students create a collage of the seasons.</p> <p>5) Students illustrate each of the seasons.</p>	<p>Teacher created activities</p> <p>www.amherst.k12.va.us/Media Center Web Collection</p> <p>Trade books and other children's books</p> <p>Maps</p> <p>Globes</p>	<p>K.8</p> <p>K.7</p> <p>Science 1.5,1.7</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Explain how geography affects people's food, clothing and shelter</p>	<p>6) Integrate SOL 1.6 with Science SOL 1.5 and 1.7</p> <p>7) When reading stories include discussions of location, climate, season, and physical surroundings and their impact on lifestyle.</p> <p>8) Given location, climate, and physical surrounding of a place, brainstorm, write, develop a poster, etc. about the dress, houses, clothing, and recreation of the people living in that place.</p> <p>9) Using travel brochures, pictures, maps, and globes, discuss how geography affects people's travel from place to place. Review SOL 1.1 and discuss how travel has changed over time.</p> <p>10) Students match pictures to correct seasons and climates.</p> <p>11) Discuss local community climate and physical surroundings and effects on lifestyles.</p>		
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**Amherst County Public Schools
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SOL: 1.7

The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that goods and services satisfy people’s needs and wants</p> <p>2) Explain how people are both consumers and producers of goods and services</p> <p>3) Define the following: Goods Services Consumer Producer Needs (SOL K.7) Wants (SOL K.7)</p> <p>4) Distinguish between consumers and producers and goods and services</p>	<p>1) Create a mini-society economy within the classroom. (Consider using <i>The Mini Society</i> program or other similar lessons through Lynchburg College Center for Economic Education)</p> <p>2) Read <i>Just Shopping With Mom</i> by Mercer Mayer or similar stories involving consumers and producers. Students discuss the activities of the critter family as they go on a shopping trip and become consumers. Students then explore the goods and services.</p> <p>3) Students complete a card sort of goods and services and a card sort of producers and consumers.</p> <p>4) Students role play being consumers and producers.</p>	<p>Teacher created activities</p> <p>www.amherst.k12.va.us/Media Center Web Collection</p> <p><i>Mini Society</i> at http://www.mini-society.com/</p> <p>Trade books</p> <p>Center for Economic Education at Lynchburg College at http://www.lynchburg.edu/EconomicEducation</p> <p>Virginia Council on Economic Education - www.vcee.org</p> <p>Council for Economic Education - http://www.councilforeconed.org/</p> <p><i>Just Shopping With Mom</i> by Mercer Mayer</p>	<p>K.7</p> <p>K.6</p> <p>1.8</p> <p>1.9</p> <p>2.9</p> <p>3.7</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Review the jobs in SOL K.6 and discuss whether a good or a service is provided by the job and how the worker is both a producer and a consumer.</p> <p>6) Students are given two different colored sentence strips. On one of the sentence strips affix pictures of goods they have already consumed. On the other sentence strip attach pictures of goods or services they would like to consume. When completed insert through a consumers hand (outline drawing of student's hand).</p> <p>7) Create a classroom store. Students become producers making items to sell in the store. (Art teacher may be able to assist with this.) Students may also collect pictures of items that could be sold in the store. Once store is organized, students take turns becoming consumers.</p>	<p>www.pen.k12.va.us/VDOE/Instruction/info.pdf for the following:</p> <p>a) <i>Primary Knowledge of Economics: Concepts and Principles for the Economics Strand of the K-3 History and Social Science Standards of Learning</i></p> <p>b) <i>An Economy At Work: The Production and Consumption of Goods and Services</i></p> <p>http://www.ecedweb.unomaha.edu/elementary/elementary.html</p> <p>http://www.fte.org/teaches/lessons/lessons.htm</p> <p>http://www.vcu.edu/busweb/vcee</p> <p>http://www.yahooligans.com/school_bell/social_studies/Economics/</p> <p>http://www.kidseconposters.com/</p> <p><i>Play Dough Economics</i> placed in each elementary school, November 2005.</p> <p>Card sorts</p>	
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	<p>8) Students create mini-books showing goods and services.</p> <p>9) Students list ways they are both consumers and producers. They then choose a way to illustrate their being a consumer and their being a producer.</p> <p>10) Students role play a consumer or producer. Class must identify which the student is portraying.</p> <p>11) Students sing the song Consumers and Producers found at http://www.kidseconposters.com/</p> <p>12) <i>Play Dough Economics</i> lessons, a resource placed in each Amherst County elementary school in November 2005.</p> <p>13) Card sort of goods and services and a card sort of consumers and producers.</p>		
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**Amherst County Public Schools
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SOL: 1.8

The student will explain that people make choices because they cannot have everything they want.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Distinguish between needs and wants</p> <p>2) Distinguish between goods and services</p> <p>3) Explain why people must make choices</p> <p>4) Recognize that when choices are made, something is given up</p>	<p>1) Review goods and services and needs and wants from SOL K.7 and 1.7</p> <p>2) Classroom mini-society <i>Mini Society</i> at http://www.mini-society.com/</p> <p>3) Develop various menus and role play consumers making choices from the menu. Students identify what they give up when they make a choice. Only identify the students second choice as what they give up (<u>do not identify everything else on the menu as what is given up.</u>) This lays a foundation for SOL 3.9</p> <p>4) Students help create their own classroom rules and consequences. Discuss and reinforce throughout the school year that their choices to follow or break rules brings consequences (something given up).</p>	<p>Teacher created activities</p> <p>www.amherst.k12.va.us/Media Center Web Collection</p> <p>Trade books</p> <p><i>Mini Society</i> at http://www.mini-society.com/</p> <p><i>The Mitten</i> by Jan Brett</p> <p>http://www.ecedweb.unomaha.edu/elementary/elementary.html</p> <p>http://www.fte.org/teaches/lessons/lessons.htm</p> <p>http://www.vcee.org/</p> <p>http://www.councilforeconed.org/</p> <p>http://www.yahooligans.com/school_bell/social_studies/Economics/</p>	<p>K.6</p> <p>K.7</p> <p>1.7</p> <p>1.9</p> <p>2.9</p> <p>3.9</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Brainstorm why people cannot have all the goods and services they want.</p> <p>6) Read and discuss <i>The Mitten</i> by Jan Brett. Make an outline of a mitten with masking tape on the floor. Give students the “choice” to sit in the mitten. When the area becomes crowded, allow the students to verbalize their frustrations. Through guided discussion, help them realize they made the choice to be crowded into the mitten. Also discuss what is given up by the choice.</p> <p>7) As students make choices throughout the school year, constantly reinforce the choice making process, why choices must be made, and that choices mean giving up something else.</p>	<p><i>An Economy at Work: Production and Consumption of Goods and Service</i> at www.pen.k12.va.us/VDOE/Instruction/elem_m/k-5hss.html</p> <p><i>Role of Money in an Economy</i>. Teaching kit sent by the Virginia Department of Education in fall 2000 to school divisions, one kit for each elementary school.</p> <p>Center for Economic Education at Lynchburg College http://www.lyncburg.edu/EconomicEducation</p> <p>www.pen.k12.va.us/VDOE/Instruction/info.pdf <i>Primary Knowledge of Economics: Concepts and Principles for the Economics Strand of the K-3 History and Social Science Standards of Learning</i></p>	
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**Amherst County Public Schools
Grade 1 History and Social Science Curriculum**

SOL: 1.9

The student will recognize that people save money for the future to purchase goods and services.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that people make choices whether to save or spend money</p> <p>2) Recognize that saving money allows people to buy goods and services in the future</p> <p>3) Define the following: Money Savings Future Paper bills Coins</p> <p>4) Identify kinds of money</p> <p>5) Recognize that saving to spend later means giving up spending now</p>	<p>1) Classroom mini-society <i>Mini Society</i> at http://www.mini-society.com/</p> <p>2) Read the book, <i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst. Discuss what choices Alexander made about spending and saving and what Alexander gave up.</p> <p>3) Tape 100 pennies together in a continuous strip. Explain that this is the amount of money Alexander had. Create a chart, transparency, or graph to chart how Alexander spent his money. Discuss what Alexander gave up when he spent the money.</p> <p>4) 100th School Day activity – students using 100 pennies, real or paper, make choices about how to spend the 100 pennies. Provide the option of saving for the future.</p>	<p>Teacher created activities</p> <p>Play money</p> <p>Pennies</p> <p>www.amherst.k12.va.us/Media Center Web Collection</p> <p>Trade books</p> <p><i>Mini Society</i> at http://www.mini-society.com/</p> <p>Center for Economic Education at Lynchburg College at http://www.lynchburg.edu/EconomicEducation</p> <p>Virginia Council on Economic Education www.vcee.org</p>	<p>K.7</p> <p>1.7</p> <p>1.8</p> <p>2.8</p> <p>2.9</p> <p>Math SOL 1.1 and 1.10</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) On an outline picture of a piggy bank, students draw a picture of what they are saving to purchase. Discuss their needs and wants, having to wait to save, and giving up buying now.</p> <p>6) Show pictures or dollars and coins or use play money. Integrate math SOL 1.1 and math SOL 1.10. Discuss role of money in purchasing goods and services and choices of spending and saving money.</p> <p>7) Use a classroom behavior reward program where students earn play money which they can use in a classroom store. Store should have items that can be purchased now as well as items that require saving to purchase. Practice spending today versus saving for larger items in the future.</p>	<p>Council for Economic Education- http://www.councilforeconed.org/ <i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst</p> <p><i>Benny's Pennies</i> by Pat Brisson</p> <p><i>Berenstain Bear's Trouble with Money</i></p> <p><i>A Dollar for Penny</i> by Julie Glass</p> <p><i>How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty</i> by Nathan Zimelman</p>	
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Amherst County Public Schools Grade 1 History and Social Science Curriculum

SOL: 1.10a-f

The student will apply the traits of a good citizen by

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b) recognizing the purpose of rules and practicing self-control;
- c) working hard in school;
- d) taking responsibility for one’s own actions;
- e) valuing honesty and truthfulness in oneself and others.
- f) participating in classroom decision-making through voting.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
The student will be able to: 1) Demonstrate a variety of good citizen traits 2) Explain why rules exist 3) Define the following: Good citizenship Responsibility Caring Fair play Respect Truthfulness Sportsmanship Self-control Honesty Voting Decision-making Rules	1) Students will be expected to employ good citizenship traits throughout the school year. Praise good behavior. 2) <i>Character Counts!</i> - series of activity-based lessons to help teachers work with students in developing and strengthening personal character. Program has been adopted by Amherst County Schools. 3) Students practice voting in the classroom to make decisions such as which activity to participate in first, which story to read, et cetera.	Teacher created activities www.amherst.k12.va.us/Media Center Web Center Character Counts! - Josephson Institute of Ethics Comprehension Connections, Civics & Government: Citizenship by The Education Center, Inc. Self –esteem books by Instructional Fair, Inc. <i>Franklin Says Sorry</i> by Paulette Bourgeois and Brenda Clark	K.8 1.11 1.12 2,10 <hr/> <p style="text-align: center;">Assessments</p> <hr/> Teacher observations Teacher-made assessments, including paper and pencil, projects, and student activities.

<p>4) State reasons for voting</p> <p>5) Describe the traits of a good citizen</p>	<p>4) Good Citizenship Award for students demonstrating traits of good citizenship on a daily or weekly basis.</p> <p>5) What Would You Do? Given various scenarios, students identify what a good citizen would do in each situation.</p> <p>6) Students illustrate good citizenship. Drawings could compile a mini-book about good citizenship traits.</p> <p>7) Read <i>Duck for President</i> and discuss how voting is a fair way to make decisions</p> <p>8) Read about and discuss community issues that are voted upon by local, state, or national leaders.</p> <p>9) Read <i>Franklin Says Sorry</i> by Paulette Bourgeois and Brenda Clark. Students brainstorm how to make the classroom into a "Friendship". Introduce concept of good citizenship. Given a copy of an outline flag, each student decorates the flag to be displayed in classroom.</p>	<p><i>Rainbow Fish to the Rescue</i> by Marcus Pfister</p> <p><i>Voting and Elections</i> by Dennis Fradin</p> <p><i>Voting</i> (True Books: Civics) by Sarah DeCapua</p> <p><i>Vote!</i> By Eileen Christelow</p> <p><i>Duck for President</i> by Doreen Cronin</p> <p>Citizenship scenarios</p>	
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	<p>10) Beginning of school activity: Read <i>Rainbow Fish to the Rescue</i> by Marcus Pfister. Students tell their name and something about themselves. Discuss the traits of good citizens and why those traits are important. Discuss happy and sad feelings. Students draw a picture and complete the sentences “I am happy when” or “I am sad when.”</p> <p>11) Discuss the reasons for rules. Students help create classroom rules.</p> <p>12) Send home information to create, as a parent/student project, an introduce yourself book entitled “All About Me”. Include ideas for completion such as: name, birthday, physical features, favorite toy, food, and place(s) to go.</p> <p>13) Read children’s literature about good citizenship traits.</p> <p>14) Students create a mini book illustrating good citizenship traits.</p>		
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**Amherst County Public Schools
Grade 1 History and Social Science Curriculum**

SOL: 1.11a, b

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;**
- b) demonstrating respect for the American flag by learning about the Pledge of Allegiance**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that the United States has patriotic symbols and traditions</p> <p>2) Describe patriotic symbols and traditions that honor the people and the history of the United States</p> <p>3) Identify the Pledge of Allegiance</p> <p>4) Define the following: Symbol Tradition Patriotic American Flag Bald Eagle Washington Monument Statue of Liberty Pledge of Allegiance</p>	<p>1) Class hears the Pledge of Allegiance on a daily basis.</p> <p>2) Directed Learning Teaching Activity (DLTA) with <i>The Flag We Love</i> by Pam Ryan. Discuss the features of the American flag and have students construct a traditional American flag. Students write about what the features of the flag (stars and stripes) represent.</p> <p>3) Review SOL 1.4 (map symbols). Discuss the term symbol and introduce the concept of patriotic symbols.</p> <p>4) Students examine pictures of the bald eagle, Washington Monument, and the Statue of Liberty and discuss their importance as American patriotic symbols.</p>	<p>Teacher created activities</p> <p>www.amherst.k12.va.us/ Media Center Web Collection</p> <p>Magazine: <i>Mailbox</i> June/July 2001 "All-American Symbols"</p> <p><i>Eagles Animal Books</i> by Highlights</p> <p><i>Our Statue of Liberty</i> by Natalie Miller (Children's Press)</p> <p><i>The First Book of National Monuments</i> by Norman Lobsenz (Franklin Watts, Inc.)</p> <p><i>A Visit to Washington D.C.</i> by Jill Kremenz (Scholastic)</p>	<p>K.9</p> <p>1.4</p> <p>1.12</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) In pairs or small groups, students write a patriotic song or create a patriotic symbol.</p> <p>6) Read children’s literature pertaining to the patriotic symbols in SOL 1.11.</p> <p>7) Students create a Patriotic Symbol booklet containing illustrations of the bald eagle, Washington Monument, American flag and Statue of Liberty and a description of each symbol.</p> <p>8) Students draw the Washington Monument and list information about George Washington on the Monument.</p>	<p><i>Lady With a Torch: How the Statue of Liberty Was Born</i> by Eleanor Coerr (Harper)</p> <p>Directed Learning Teaching Activity (DLTA) Criss Program</p> <p><i>The Flag We Love</i> by Pam Ryan</p> <p>Pledge of Allegiance</p>	
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Amherst County Public Schools Grade 1 History and Social Science Curriculum

SOL: 1.12a-c

The student will recognize that communities in Virginia

- a) have local governments;
- b) benefit from people who volunteer in their communities;
- c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
The student will be able to: 1) Recognize that communities in Virginia include people of different ethnic origins, customs, and traditions 2) Recognize that most Virginians contribute to their communities and are united as Americans by common principles and traditions 3) Explain the role of local governments in Virginia 4) Explain how volunteers help communities 5) Identify some common principles and traditions that unite Americans	1) Students take home a survey to be completed with parents that describes in detail how customs and traditions are celebrated in their family. Students report their traditions to the class. Make a graph showing the survey results. 2) Choose a holiday from the kindergarten or grade one SOL. As a class develop a web of traditional characteristics/celebrations for that holiday. 3) Review classroom rules and the reasons why they are needed. Extend this need to the local community and discuss the role of the local government in the community.	Teacher created activities www.amherst.k12.va.us/Media Center Web Collection Trade books <i>The Color of Us</i> by Karen Katz <i>Hello World</i> by Manya Stojic <i>The World Turns Round and Round</i> by Nicki Weiss <i>The Littlest Volunteers</i> by Danielle Speckhart www.countyofamherst.com Piñata and other cultural symbols	K.1, K.9 1.2, 1.3, 1.10 2.12 3.11 3.12
			Assessments

<p>6) Define the following: Local government Volunteer Traditions Principles Customs Ethnic Origins Community Election</p>	<p>4) Discuss the concept of volunteer work explaining that volunteers do not expect anything in return. Brainstorm ways students can serve as volunteers.</p> <p>5) If the school has volunteers, discuss their role</p> <p>6) Discuss how a community volunteer program or project benefits the community.</p> <p>7) Using the Amherst County website, review jobs in the county government including responsibilities to and roles in the county. Students write about a local job they would like to have in the future.</p> <p>8) ABC brainstorming about ways people can volunteer in a community. Students choose one way and write about how that volunteer helps the community.</p> <p>9) Choose and implement a class volunteer project for the school or the community.</p>		
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	<p>10) Students illustrate volunteer activities.</p> <p>11) Given various scenarios students identify ways that volunteers could assist with needs in the scenarios.</p> <p>12) Class recognition of ways students volunteered during some designated time period.</p> <p>13) Review Benjamin Franklin (SOL 1.2) and discuss the concept of volunteer fire departments. Students draw pictures of fire trucks or departments and note that Benjamin Franklin started the first volunteer fire department in America.</p> <p>14) Students simulate a local government for the classroom and discuss ways to make the classroom a better place to work. An election of some class members to act as the class government could also be integrated into the activity.</p>		
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	<p>15) Students create posters of things that unite Americans</p> <p>16) Teacher discusses the first Thanksgiving and the American Indians. Read about Thanksgiving and what traditions continue from the first Thanksgiving. Give each student a writing sheet in the shape of a turkey and directions for a student/parent activity to write what traditions their family has established.</p> <p>17) Students brainstorm and select a tradition they can practice during the year in the classroom.</p> <p>18) Discuss different ethnic customs and traditions that are celebrated in America.</p> <p>19) Use symbols such as a piñata to show other cultural celebrations and holidays that are practiced in America.</p>		
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