

Campbell County Schools
Social Studies Standards 2014/2015

First Grade

Tennessee's Place in America

Course Description: *First grade students will build upon knowledge of major historical events, holidays, symbols, and individuals associated with Tennessee and the United States. Students will listen to and read folktales and non-fiction texts from across the United States to gain a better understanding of the importance of these historical concepts. They will also discuss cultures and human patterns of places and regions in Tennessee. Students will demonstrate an understanding of how individuals, families, and communities live and work together in Tennessee, the United States, and around the world. An emphasis will be placed on goods and services that originate in Tennessee. Students will demonstrate an understanding of how people interact with the environment locally and globally, which will be accomplished by building on previously learned geographic skills and concepts. This will include identifying major cities and physical features in Tennessee and the rest of the United States. Students will demonstrate an understanding of how the state and federal government functions and how government affects families.*

Culture

- 1.1 Explain with supporting details the culture of a specific place, including a student's community and state.
- 1.2 Define multiculturalism as many different cultures living within a community, state, or nation.
- 1.3 Re-tell stories from folk tales, myths, and legends from other cultures.
- 1.4 Use collaborative conversations with diverse partners to discuss family customs and traditions.
- 1.5 Present the student's family culture through the use of drawing, writing, and/or multimedia.
- 1.6 Describe the meaning of the word *Tennessee* and its origin coming from the Cherokee name, *Tanasi*.
- 1.7 Interpret legends, stories, and songs that contribute to the development of cultures in Tennessee, including Cherokee, Chickasaw, Shawnee, and Creek tribes.

Economics

- 1.8 Give examples of products (goods) that people buy and use.
- 1.9 Give examples of services (producers) that people provide.
- 1.10 Explain differences between goods and services and describe how people are consumers and producers of goods and services.
- 1.11 Describe goods and services that are exchanged worldwide.

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1.12 Examine different types of advertisements used to sell goods and services.

1.13 With prompting and support, read informational texts about major products and industries found in Tennessee, to include mining, music, tourism, automobile manufacturing, and agriculture.

1.14 Examine and analyze economic concepts including basic needs vs. wants and the factors that could influence a person to use money or save money.

Geography

1.15 Recognize basic map symbols, including references to land, water, cities, and roads.

1.16 Define and locate the North and South Poles and the equator.

1.17 Identify the shapes of Tennessee and the United States on maps and globes.

1.18 Use cardinal directions on maps.

1.19 Locate Washington, D.C. and Nashville on a United States map.

1.20 Distinguish the difference between a continent, mountain, river, lake, and ocean.

1.21 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.

1.22 Construct a map showing the Atlantic Ocean, Pacific Ocean, Washington D.C., Memphis, Nashville, Knoxville, Chattanooga, Mississippi River, Cumberland River, Tennessee River, Great Smoky Mountains, Rocky Mountains, Center Hill Lake, Norris Lake, Reelfoot Lake, and Clingmans Dome.

1.23 Identify the three Grand Divisions of Tennessee on a map and compare and contrast each division's major physical features.

1.24 Summarize in their own words, that a map is a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country or world.

Government and Civics

1.25 Identify the current city/county Mayor, Governor, and President, and explain their roles in government.

1.26 Explain the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette.

1.27 Explain that our state's and country's laws are based upon the Constitution.

1.28 Give examples of a rule and a law through the use of drawings, discussions, or writings.

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1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.

1.30 Summarize that voting is a way of making choices and decisions.

1.31 With guidance and support from adults, use a variety of digital tools to produce and publish an informational text on the importance of the voting process using facts and provide a concluding statement.

1.32 Recognize that communities in Tennessee have a local government and compare/contrast this to our state and national government.

1.33 Sort rules and responsibilities that citizens follow that are specific to their state compared to national rules and responsibilities, including wearing a seat belt, wearing a bicycle helmet, texting while driving, child restraints, voting, obtaining a driver's license at a particular age, and wearing a motorcycle helmet.

1.34 Create a visual representation, such as a graphic organizer, of Tennessee symbols, including the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top). Write an opinion piece explaining why you think these are/are not good choices, including supporting detail.

History

1.35 Place events in students' own lives in chronological order.

1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.

1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future.

1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment.

1.39 Use informational text to help describe the importance of celebrating these national holidays:

- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- Independence Day

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- Columbus Day
- Veterans' Day
- Thanksgiving Day

1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.

1.41 Identify holidays, historic events, symbols, and famous people from Tennessee. Students will be introduced to the lives of Tennessee leaders and their contributions.

1.42 Ask and answer questions about historical events that helped shape our Nation and explain the role Tennessee played in these events.

1.43 Through the use of drawings, discussions, or writings, express reasons the contributions made from these Tennessee leaders were important in the development of the state:

- Nancy Ward
- John Sevier
- Sam Houston
- Sam Davis
- Casey Jones
- Austin Peay
- Anne Dallas Dudley
- Cordell Hull
- Cornelia Fort
- Diane Nash

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PROCESS STANDARDS

To be used with ALL grades

Acquiring Information: Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to

- Read to gain literal meaning
- use chapter and section headings, and topic sentences to select main ideas
- detect cause and effect relationships
- distinguish between fact and opinion to recognize propaganda
- recognize author bias
- use picture clues and picture captions to aid comprehension
- read from a variety of sources
- use maps, graphs, globes, media and technology sources
- discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies.

Analysis of Data and Problem Solving: Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Problem Solving and Analysis of Data" emphasizes the learners' use of a broad base of strategies to:

- identify relevant factual material
- classify information by source, chronology, and importance
- critically examine data from a variety of sources
- detect bias in data presented in a variety of forms
- compare and contrast data
- note cause/effect relationship and draw inferences from a variety of data
- predict likely outcomes and recognize cases in which more than one interpretation of data is valid
- reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- use available data to devise new situation and outcomes
- demonstrate an understanding of the data through written, visual, or oral methods
- extract significant ideas from supporting details,
- combine critical concepts in a statement of conclusion based on information
- determine whether information is pertinent to the topic
- test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

Communication: Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural

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communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- transmit ideas through speeches
- demonstrate conflicting ideas through debate
- summarize judgments through essays demonstrate
- ideas through dramatizations transmit ideas through
- discussions
- demonstrate emotions through the creation of visuals
- demonstrate beliefs through multimedia projects recognize
- beliefs through simulation and role play.

Historical Awareness: Historical Awareness, integral to all of the Social Studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- prepare and analyze maps, charts, and graphs
- construct and analyze timelines
- utilize community resources such as field trips, guest speakers, and museums
- incorporate the use of technological resources
- utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork