

# First Grade: Communities: Living And Working Together

Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

- Understanding perspectives of others
- School and community functions of government
- Earning, spending, and saving money
- Using geographic models
- Effects of human movement
- Cooperation and compromise
- American symbols and traditions

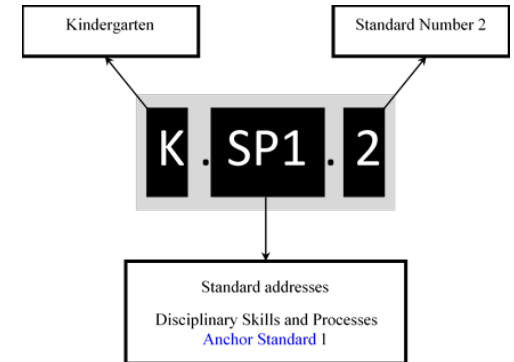
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

## Instructional time necessary to master standards:

- Assumed Minutes per Week: 150
- Assumed Average Minutes per Day: 30

## Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are right.



## DISCIPLINARY SKILLS AND PROCESSES

- 1.SP1.1 Place important life events in chronological order on a timeline.
- 1.SP1.2 Understand how events of the past affect students' lives and communities.
- 1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
- 1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
- 1.SP3.1 Generate questions about problems in your community past and present.
- 1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about problems in your community.
- 1.SP3.3 With support construct and communicate solutions to problems in your community.
- 1.SP3.4 Take group or individual action to help address community problems.
- 1.SP3.5 Ask and answer questions about explanations given.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
<p><b>1.C1.1</b> Apply values of respect, responsibility, equality, and fairness as a member of a community.</p> <p><b>1.C1.2</b> Follow agreed upon rules for discussions when responding to others and making decisions.</p> <p><b>1.C1.3</b> Compare one's own thoughts and opinions with others' perspectives.</p> <p><b>1.C3.1</b> Explain the importance of rules and laws in our community.</p> <ul style="list-style-type: none"> <li>• Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority.</li> </ul> <p><b>1.C3.2</b> Explain the role and function of local governments.</p> <ul style="list-style-type: none"> <li>• Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community.</li> <li>• Key concepts include but are not limited to type of government and its leaders including the current Governor and President and Vice President of the United States.</li> </ul> <p><b>1.C3.3</b> Explain how community groups work to accomplish common tasks and fulfill responsibilities.</p> <ul style="list-style-type: none"> <li>• Such as voting, volunteering, community clean-up or recycling campaigns, community fundraising for disaster relief, and becoming informed on current issues.</li> </ul>	<p><b>1.E1.1</b> Identify different occupations and the skills and education needed for those jobs in our community.</p> <p><b>1.E1.2</b> Describe reasons to save or spend money.</p> <p><b>1.E2.1</b> Explain how needs, wants, and availability of resources affect decision making.</p> <p><b>1.E2.2</b> Identify the benefits and costs of making various personal decisions.</p> <p><b>1.E3.1</b> Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</p> <p><b>1.E3.2</b> Explain how people in our community earn income.</p> <p><b>1.E3.3</b> Explain how people can be producers and consumers in our community.</p>	<p><b>1.G1.1</b> Use, explore, and construct maps, graphs, and other geographical representations to support content focus.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).</li> </ul> <p><b>1.G1.2</b> Use a grid to locate places.</p> <p><b>1.G2.1</b> Compare how human activities affect culture and the environment now and in the past.</p> <ul style="list-style-type: none"> <li>• Such as agriculture, industrialization, urbanization, and human migration.</li> </ul> <p><b>1.G3.1</b> Explain why and how people, goods, and ideas move from place to place.</p> <ul style="list-style-type: none"> <li>• Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.</li> </ul> <p><b>1.G3.2</b> Compare places past and present as it relates to content focus.</p>	<p><b>1.H1.1</b> Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).</p> <ul style="list-style-type: none"> <li>• Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.</li> </ul> <p><b>1.H2.1</b> Explain the benefits of cooperation and compromise as ways to resolve conflict in our communities past and present.</p> <p><b>1.H4.1</b> Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.</p> <ul style="list-style-type: none"> <li>• Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols.</li> <li>• Holidays include but are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day.</li> <li>• Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders.</li> </ul> <p><b>1.H4.2</b> Draw upon fictional stories, biographies, and informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.</p>