**First Grade:**

***Key Concept 1:*** Being a good citizen

Enduring Understanding:

In order for rules to be effective, each person has rights and responsibilities.

Patriotic Symbols and traditions honor the people and history of the United States.

We need leaders to guide group decision making.

The history of our past can help us understand who we are.

Essential Questions:

What are the roles and responsibilities of citizens?

How do we demonstrate respect for our country through traditions, holidays, and symbols?

What is the role of the president of the United States?

What does a timeline show about the past and present?

Connecting the Standards:

C.1.1.2 Discuss roles of people who hold positions of authority

C.1.1.3 Discuss the functions of a government

C.2.1.1 Describe state and national symbols and patriotic songs

C.2.1.2 Discuss the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags

C.2.1.3 Demonstrate ways of being a good citizen in multiple settings

C.2.1.4 Use listening, consensus-building, and voting procedures in the classroom

C.3.1.1 Explain why rules, laws, and consequences are needed

C.3.1.2 Describe ways people improve communities

C.3.1.3 Describe ways classroom and schools work to accomplish common tasks and establish responsibilities

E.4.1.2 Identify benefits and costs of making a decision

H.12.1.1 Explain ways family and school have changed using chronological terms (e.g., yesterday/past, today/present, tomorrow/future)

H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)

H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them

H.13.1.3 Draw conclusions about family or school life in the past using historical records and artifacts (e.g., photos, diaries, oral history)

H.13.1.4 Identify aspects of a source that establish time, place, and credibility

H.13.1.5 Formulate questions that relate to a family member, family event, or family tradition

H.13.1.6 Identify changes in the classroom/school in terms of cause and effect

Additional/Possible Connections:

G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place

G.11.1.2 Identify ways to help people who are going through natural and human-made disasters

H.12.1.4 Retell stories of historical events, American legend, and people who played a role in history

***Key Concept 2:*** The Past

Enduring Understanding:

The history of our past can help us to understand who we are. (cont.)

Essential Questions:

How did the voyage of Christopher Columbus influence the history of America?

What is the significance of holidays?

Who were the people most associated with the first Thanksgiving?

How has daily life changed over time?

Connecting the Standards:

E.4.1.1 Explain ways scarcity necessitates decision making

E.4.1.2 Identify benefits and costs of making a decision

E.5.1.2Categorize human, natural, and capital resources used in the production of goods and services

E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services

E.6.1.1 Classify exchanges as monetary or barter

E.7.1.1 Identify goods and services that are traded

E.7.1.2 Identify goods that are both imported to and exported from Arkansas and the United States

G.10.1.1 Explain ways people use natural resources in the community which they choose to settle

G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place

G.11.1.1 Discuss how the consumption of products connects the local community to distant places

H.12.1.4 Retell stories of historical events, American legends, and people who played a role in history

H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them

Additional/Possible Connections:

G.8.1.1 Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places

G.8.1.2 Use maps, globes, and photographs to describe the physical and human characteristics of a familiar place

G.8.1.3 Construct and label maps of familiar places

G.9.1.3 Describe ways weather, climate, and other environmental characteristics affect daily life

H.12.1.2 Create timelines to sequence family or school events using chronological terms

H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts

H.13.1.1 Compare different accounts of the same historical event

H.13.1.4 Identify aspects of a source that establish time, place and credibility

***Key Concept 3:*** Culture and Climate

Enduring Understanding:

Culture includes seen (food, shelter, clothing, art, music, transportation…) and unseen (beliefs and religion…) elements.

Essential Questions:

What are the elements of culture?

How does climate and location affect the way people live?

Connecting the Standards:

C.2.1.1 Describe state and national symbols and patriotic songs

E.6.1.3 Identify examples of goods and services that governments provide

E.7.1.2 Identify goods that are both imported and exported from Arkansas and the United States

G.8.1.1 Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places

G.8.1.2 Use maps, globes, and photographs to describe the physical and human characteristics of a familiar place

Construct and label maps of familiar places

G.9.1.2 Discuss how cultural characteristics create diversity in a community, place or region

G.9.1.3 Describe ways weather, climate, and other environmental characteristics affect daily life

G.10.1.1 Explain ways people use natural resources in the community in which they choose to settle

G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place

G.11.1.1 Discuss how the consumption of products connects the local community to distant places

G.11.1.2 Identify ways to help people who are going through natural and human-made disasters

H.12.1.1 Explain ways family and school have changed using chronological terms

H.12.1.3 Compare present day families, object, and events with those in the past using visual representations, news stories, and artifacts

H.12.1.4 Retell stories of historical events, American legends, and people who played a role in history

H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them

H.12.1.1 Compare different accounts of the same historical events

H.13.1.3 Draw conclusions about family or school life in the past using historical records and artifacts

H.13.1.5 Formulate questions that relate to a family member, family event, or family tradition

H.13.1.6 Identify changes in the classroom/school in terms of cause and effect

Additional/Possible Connections:

C.2.1.3 Demonstrate ways of being a good citizen in multiple settings

C.3.1.2 Describe ways people improve communities

E.4.1.2 Identify benefits and costs of making a decision

G.9.1.1 Explain positive and negative effects humans have on the environment

H.12.1.2 Create timelines to sequence family of school events using chronological terms

H.13.1.4 Identify aspects of a source that establish time, place and credibility

***Key Concept 4:*** Maps and Globes

Enduring Understanding:

Maps and globes are tools people use to represent places, land, and water features.

Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.

Essential Questions:

Where in the world do we live?

What are the major identifying features of our world globe?

How are physical features represented on maps and globes?

How are land, water, cities, roads, etc., shown on a map?

What are the cardinal directions?

Connecting the Standards:

E.6.1.3 Identify examples of goods and services that governments provide

G.8.1.2 Use maps, globes, and photographs to describe the physical and human characteristics of a familiar place

G.8.1.3 Construct and label maps of familiar places

G.9.1.3 Describe ways weather, climate and other environmental characteristics affect daily life

G.10.1.1 Explain ways people use natural resources in the community in which they choose to settle

Additional/Possible Connections:

C.2.1.3 Demonstrate ways of being a good citizen in multiple settings

G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place

G.11.1.1 Discuss how the consumption of products connects the local community to distant places

H.13.1.4 Identify aspects of a source that establish time, place and credibility

H.13.1.6 Identify changes in the classroom/school in terms of cause and effect

***Key Concept 5:*** People Who Influenced History

Enduring Understanding:

People of the past have made decisions that affect our rules today.

Essential Questions:

What important deeds were accomplished by Martin Luther King Jr., George Washington, and Abraham Lincoln?

How did these deeds affect our rules and laws of today?

Connecting the Standards:

C.1.1.2 Discuss roles of people who hold positions of authority

C.1.1.3 Discuss the functions of a government

C.2.1.3 Demonstrate ways of being a good citizen in multiple settings

C.3.1.1 Explain why rules, laws, and consequences are needed

C.3.1.2 Describe ways people improve communities

E.4.1.2 Identify benefits and costs of making decisions

G.9.1.2 Discuss how cultural characteristics create diversity in a community, place, or region

G.10.1.1 Explain ways people use natural resources in the community in which they choose to settle

G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place

G.11.1.1 Discuss how the consumption of products connects the local community to distant places

G.11.1.2 Identify ways to help people who are going through natural and human-made disasters

H.12.1.1 Explain ways family and school have changed using chronological terms

H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts

H.12.1.4 Retell stories of historical events, American legend, and people who played a role in history

H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them

H.13.1.1 Compare different accounts of the same historical event

H.12.1.2 Create timelines to sequence family of school events using chronological terms

H.13.1.3 Draw conclusions about family of school life in the past using historical records and artifacts

H.13.1.4 Identify aspects of a source that establish time, place, and credibility

Additional/Possible Connections:

H.13.1.5 Formulate questions that relate to a family member, family event, or family tradition

H.13.1.6 Identify changes in the classroom/school in terms of cause and effect

***Key Concept 6:***  People as Producers and Consumers

Enduring Understanding:

People are both consumers and producers who rely upon resources.

Essential Questions:

What are the roles of producers and consumers?

Who do wants and needs affect the decision making of consumers?

How do people acquire goods and services?

Connecting the Standards:

C.3.1.1 Explain why rules, laws, and consequences are needed

C.3.1.2 Describe ways people improve communities

E.4.1.1 Explain ways scarcity necessitates decision making

E.4.1.2 Identify benefits and costs of making a decision

E.5.1.1 Explain ways human resources earn income

E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and service

E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services

E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services

E.6.1.1 Classify exchanges as monetary or barter

E.6.1.2 Identify place people save money (e.g., piggy banks, wallets, banks…)

E.6.1.3 Identify examples of goods and services that governments provide

E.7.1.1 Identify goods and service that are traded

E.7.1.2 Identify goods that are both imported to and exported from Arkansas and the United States

G.9.1.3 Describe ways weather, climate, and other environmental characteristics affect daily life

G.10.1.1 Explain ways people use natural resources in the community in which they choose to settle

G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place

G.11.1.1 Discuss how the consumption of products connects the local community to distant places

Additional/Possible Connections:

C.2.1.3 Demonstrate ways of being a good citizen in multiple settings

C.3.1.3 Describe ways classrooms and schools work to accomplish common tasks and establish responsibilities

G.8.1.1 Use maps, keys, legend, symbols, compass rose, and directional words to show a relationship between places

G.8.1.2 Use maps, globes, and photographs to describe the physical and human characteristics of a familiar place

G.8.1.3 Construct and label maps of familiar places

H.13.1.4 Identify aspects of a source that establish time, place and credibility

H.13.1.5 Formulate questions that relate to a family member, family event, or family tradition

H.13.1.6 Identify changes in the classroom/school in terms of cause and effect

***Key Concept 7:*** Our Environment and Resources

Enduring Understanding:

People are both consumers and producers who rely upon resources.

The geographical characteristics of a region influence available resources.

Essential Questions:

What are natural, human, and capital resources?

How does the geography of a region affect the people that live there?

How do people impact the environment?

Connecting the Standards:

C.3.1.3 Describe ways classrooms and schools work to accomplish common tasks and establish responsibilities

E.4.1.1 Explain ways scarcity necessitates decision making

E.4.1.2 Identify benefits and costs of making a decision

E.5.1.1 Explain ways human resources earn income

E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services

E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services

E.6.1.1 Classify exchanges as monetary or barter

E.6.1.3 Identify examples of goods and services that governments provide

E.7.1.1 Identify goods and services that are traded

E.7.1.2 Identify goods that are both imported to and exported from Arkansas and the United States

G.9.1.1 Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling…)

G.9.1.2 Discuss how cultural characteristics create diversity in a community, place, or region

G.9.1.3 Describe ways weather, climate, and other environmental characteristics affect daily life

G.10.1.1 Explain ways people use natural resources in the community in which they choose to settle

G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place

G.11.1.1 Discuss how the consumption of products connects the local community to distant places

H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them

Additional/Possible Connections:

C.2.1.1 Describe state and national symbols and patriotic songs

C.2.1.3 Demonstrate ways of being a good citizen in multiple settings

C.3.1.1 Explain why rules, laws, and consequences are needed

C.3.1.2 Describe ways people improve communities

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H.12.1.2 Create timelines to sequence family or school events using chronological terms

H.13.1.4 Identify aspects of a source that establish time, place, and credibility

H.13.1.6 Identify changes in the classroom/school in terms of cause and effect

***Key Concept 8:*** My State

Enduring Understanding:

We are citizens of the state of Arkansas.

Maps and Globes are tools people use to represent places, land, and water features.

Essential Questions:

How did Arkansas get its name?

What are some historical events and places in Arkansas’ past?

What is the significance of our state symbols?

What is the role of our governor?

Where in the world do we live?

Connecting the Standards:

C.1.1.2 Discuss roles of people who hold positions of authority

C.1.1.3 Discuss the functions of a government

C.2.1.1 Describe state and national symbols and patriotic songs

C.2.1.2 Discuss the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags

C.2.1.3 Demonstrate ways of being a good citizen in multiple settings

C.2.1.4 Use listening, consensus-building, and voting procedures in the classroom

C.3.1.1 Explain why rules, laws, and consequences are needed

C.3.1.2 Describe ways people improve communities

C.3.1.3 Describe ways classrooms and schools work to accomplish common tasks and establish responsibilities

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H.13.1.6 Identify changes in the classroom/school in terms of cause and effect