



Social Sciences Grade 1

The HCPS Office of Social Sciences will build empowered and informed citizens who think critically, advocate locally, impact globally, and innovate by examining the lessons of the past and applying them to today.

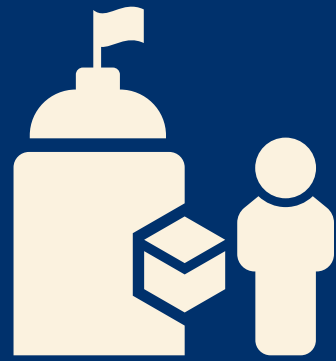
Course Overview

Students will be engaged in a variety of experiences that will reinforce how to be successful students and well-rounded human beings. By exploring the world around them in a variety of individual, small group, and whole group activities, students will gain insight into how communities work together for the betterment of all; how the physical world around them works and their place in it; gain a basic understanding of how people get the resources they need to survive; and how our past and present shapes our future.

(see subsequent pages for specifics on each unit)

Civics

Students will explore ideas such as what makes a community unique, why it is important for members of a community to work towards for the common good and not just for individuals, how to problem solve, and how to communicate effectively.

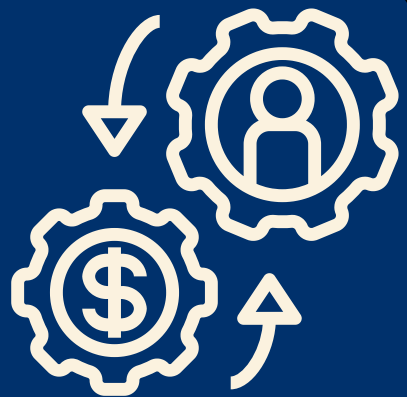


Geography

Students will learn about their relation to physical locations, such as where they live (city, county, state, etc.) This will lead into learning about cardinal directions, physical and human features in the world, and local landmarks. They will then explore how humans interact with the environment & cause change, which will lead to how transportation and communication occur in relation to physical locations.

Economics

In the Economics Module, students will work through 4 Experiences: Scarcity, Trade, Decision-Making and Personal Finance. Students will explore ideas such as the role of scarcity in their life, why people trade goods and services, how people can make good decisions and understand personal finance as it pertains to borrowing and lending.



History

In the History Module, students will work through 2 Experiences: Chronology and Life in the Past. Students will sort items and events from the past, present and future, use artifacts to draw conclusions about the past, create their own timeline, and compare schools today to schools in the past.

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IN THEIR LEARNING AND CAN
celebrate **WHAT THEY SEE.**

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Unit 1: Civics

In the Civics Module, students will work through 5 Experiences: Community, Leadership, Cooperation, Problem Solving, and Civic Engagement. Students will explore ideas such as what makes a community unique, why it is important for members of a community to work towards for the common good and not just for individuals, how to problem solve, and how to communicate effectively.

Enduring Understandings:

- Rules, leaders, and responsibilities, and symbols help us shape and demonstrate our citizenship.

Essential Questions:

- How can I be a responsible citizen?
- How do communities help individuals and groups?
- Why are leaders important?
- Why is it important that people work together toward a common goal?
- How do communities work together to solve problems?
- Why is it important to be civically engaged?

Acquisition:

- Students will be able to give examples of different types of communities and the qualities that a leader of a community needs.
- Students will understand the importance of working together as a community and be able to give examples of how a community can solve problems and make positive changes.

Experience 1: Community

- Essential Question: How do communities help individuals and groups?
- Main Ideas:
 - Communities that are unique and common
 - Leaders and members create rules for community safety
 - Impact and contributions of community leaders
 - Celebrations shared by members of the school community
 - Benefits of being part of a community

Experience 2: Leadership

- Essential Question: Why are leaders important?
- Main Ideas:
 - Leaders in the classroom, school, home, and community.
 - Purpose and responsibilities of a leader to promote the common good.
 - Characteristics of a good leader.

Experience 3: Cooperation

- Essential Question: Why is it important that people work together toward a common goal?
- Main Ideas:
 - Efforts made by a group of people to meet a common goal.
 - How cooperation helps accomplish tasks at home and school.
 - Common goals of the school community.
 - School goals cannot be reached by individuals alone.

Experience 4: Problem Solving

- Essential Question: How do communities work together to solve problems?
- Main Ideas:
 - Community problems and potential solutions for the common good
 - Multiple perspectives in a community can complicate conflict resolution.
 - Key steps of the voting process, nomination of ideas, discussion of ideas, and voting for selection ideas.
 - Possible solutions for community problems.

Experience 5: Civic Engagement

- Essential Question: Why is it important to be civically engaged?
- Main Ideas:
 - Civic engagement as being an active learner and participating in the community.
 - Tools of communication that are used to be an active participant in the community.
 - How people impact their community by being civically engaged.

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Unit 2: Geography

Students will explore Geography. First, in Place, they will learn about their relation to physical locations, such as where they live (city, county, state, etc.) This will lead into learning about cardinal directions, physical and human features in the world, and local landmarks. Next, in Human and Environmental Interactions, they will explore how humans interact with the environment and cause change. Finally, in Movement, of People, Goods and Ideas, they will look at how transportation and communication occur in relation to physical locations.

Enduring Understandings:

- Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas.

Essential Questions:

- How do geographic tools help people understand where they live in the world?
- What makes our school community's location unique?
- How does where we live impact how we live?
- How do movement of goods and ideas influence the growth of a community?

Acquisition:

- Students will be able to tell where they live in the world (city, county, state, country and continent).
- Students will understand how humans can impact the environment by the choices they make both positively and negatively.
- Students will be able to give examples of different types of transportation.
- Students will be able to give examples of ways humans can communicate.

Experience 1: Place

- Essential Question: What makes our school community's location unique?
- Main Ideas:
 - Cardinal directions on maps, globes, GPS, and Google Earth.
 - Relative location of Maryland by identifying the equator and north and south poles.
 - Continents and oceans near and far from Maryland on maps and globe.
 - Physical features and human-made features in their school community using maps and other geographic tools.
 - Where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west).
 - School's community using bird's eye view that includes important landmarks in a school or community.

Experience 2: Human and Environmental Interaction

- Essential Question: How does where we live impact how we live?
- Main Ideas:
 - How regions across Maryland modify their environment to meet changing needs for shelter.
 - How people adapt to changes in the environment.

Experience 3: Movement of People, Goods, and Ideas

- Essential Question: How do movement of goods and ideas influence the growth of a community?
- Main Ideas:
 - How transportation links goods and people both near and far.
 - How communication links people to ideas both near and far.
 - Goods and ideas in their community that come from both near and far.

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Unit 3: Economics

In the Economics Module, students will work through 4 Experiences: Scarcity, Trade, Decision-Making and Personal Finance. Students will explore ideas such as the role of scarcity in their life, why people trade goods and services, how people can make good decisions and understand personal finance as it pertains to borrowing and lending.

Enduring Understandings:

- Communities are shaped by wants and needs.

Essential Questions:

- How does the economy impact you and your community?
- Why can't we have everything we want in school?
- Why do people trade goods and services?
- How can people make good decisions?
- Why do people borrow goods and services?

Acquisition:

- Students will be able to explain how limited productive resources create scarcity and the choices people make due to those limited resources.
- Students will understand the importance of why people trade, borrow and lend goods and services.

Experience 1: Scarcity

- Essential Question: Why can't we have everything we want in school?
- Main Ideas:
 - Limited productive resources create scarcity.
 - Natural/human productive resources in schools.
 - Natural/human productive resources are limited in schools.

Experience 2: Trade

- Essential Question: Why do people trade goods and services?
- Main Ideas:
 - Goods/services that are provided by a school and local businesses.
 - Barter as a form of trade.
 - People benefit when they trade voluntarily.
 - When traded, goods/services that were exchanged, the benefit from the trade.

Experience 3: Decision-Making

- Essential Question: How can people make good decisions?
- Main Ideas:
 - People make choices because of limited resources.
 - Incentives influence the choices we make.
 - Consequences of choices lie in the future.
 - Trade-offs as the options that people give up when they make a choice.

Experience 4: Personal Finance

- Essential Question: Why do people borrow goods and services?
- Main Ideas:
 - Times when people borrow/lend goods/services.
 - People lend goods/services to help others and to benefit.
 - Potential risks and benefits associated with lending and borrowing.
 - Importance of paying back borrowed goods/services to the lender.

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Unit 4: History

In the History Module, students will work through 2 Experiences: Chronology and Life in the Past. Students will sort items and events from the past, present and future, use artifacts to draw conclusions about the past, create their own timeline, and compare schools today to schools in the past.

Enduring Understandings:

- Historians use tools to understand the past.

Essential Questions:

- What was school like in the past?
- How do we organize time?
- How is our school different today than in the past?

Acquisition:

- Students will know the differences between the past, present and future.
- Students will know that historians use artifacts to learn more about the past.
- Students will be skilled at drawing conclusions about the past from historical artifacts.

Experience 1: Chronology

- Essential Question: How do we organize time?
- Main Ideas:
 - School schedules to determine past, present, and future.
 - Activities of the day according to themes.
 - Personal timelines that show events from the past, present, and dreams for the future.

Experience 2: Life in the Past

- Essential Question: How is our school different today than in the past?
- Main Ideas:
 - Photographs, images, and text from schools in the past.
 - Comparing images and text descriptions of schools from the past with today.
 - How life today is similar and different than in the past using evidence from a variety of sources.

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All HCPS Social Science Frameworks are built to align with the Maryland State Social Studies Standards and MSDE State Frameworks. Information on the standards and frameworks can be found on the MSDE website (<https://marylandpublicschools.org>).