

SAT 10 Alignment
First Grade

History and Geography: Exploring My World

5 History Questions
5 Geography Questions
5 Political Science Questions
5 Economic Questions

The First Grade program encourages students to learn more about the world around them as they study their locality in relationship to other places both near and far as well as now and long ago. First Grade students learn more about themselves, others, and the physical world through literature. Students expand their sense of time and place as they increase their appreciation for people and ways of life in a larger world different from their own. Through involvement in a thematic approach with active manipulation and exploration of their environment, students construct understanding of relationships among objects, people, and events. The overall goals of the first-grade curriculum are to increase students' knowledge of their human and physical worlds and to increase their appreciation for different people and different ways of life.

THE FIRST FOUR CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills

Students will

1. Extend the development of initial map and globe skills. *Stanford 10*
 - Features: Distinguish between land masses and bodies of water on maps and globes.
Example: continents and oceans
 - Location: Extend comprehension and use of relative terms.
Examples: in front of, beside, below, behind, to the right of, next to
 - Location: Identify prominent features of their locality on student-constructed maps and models.
Example: creating a map showing location of students' homes, *Me on the Map* by Joan Sweeney
 - Directions: Give and follow directions using relative terms.
Examples: to the left of, to the right of, forward, backward

- Directions: Become aware of cardinal terms (north, south, east, west) and associate terms with maps and directions.
- Distance: Measure distances using both non-standard and standard measures.
- Scale: Compare the differences between the size of the actual school and/or locality to a representation.
Examples: pictures, maps, models

Information Literacy

2. Extend initial ability to display information in graphic form. *Stanford 10*
 - Globes
 - Maps
 - Charts
Example: *Seasons of Arnold's Apple Tree* by Gail Gibbons
 - Graphs
Example: graphing over time the number of books read
 - Time lines
Example: constructing time lines of classroom activities, school holidays, community activities, current events
 - Models
Example: examining several types of scaled models such as cars, homes, or communities

3. Extend initial ability to locate new information and to express understanding in various classroom projects.
Example: imitating activities encountered in reading about other times and other places
Research Resources: computer and technological use, storybooks, songs and music, student-generated books, field trips, guest speakers, interviews, pictures, posters, fact and fiction books, maps and globes, cooperative learning, use of writing portfolios

Civic Awareness

4. Extend the range of behaviors, rights, and courtesies that are part of responsible civic life within the school setting. *Stanford 10*
 - Working cooperatively
 - Respecting opinions of others
 - Proposing actions to benefit the group
 - Proposing solutions to classroom problems

5. Develop an awareness of government. *Stanford 10*

- Helping establish rules, rewards, and penalties

Examples: helping define roles and responsibilities, proposing actions to benefit the group, proposing solutions to classroom problems, selecting/electing classroom leaders

6. Demonstrate problem-solving behavior. *Stanford 10*

Example: role-playing

7. Analyze character traits encountered in works of literature.

Examples: *The Talking Eggs* by Robert Souci, *Amazing Grace* by Mary Hoffman, *Best Friends* by Steven Kellogg, “Tortoise and the Hare” — Aesop Fables

8. Identify school leaders and their roles. *Stanford 10*

Examples: principal, librarian, counselor

Geographic Awareness

9. Compare features of communities. *Stanford 10*

- Rural
- Urban
- Natural
- Human-made

Example: lakes

10. Relate land use in their locality to the physical features of the land. *Stanford 10*

Examples: physical features—water resources, soil, vegetation
land use—residential areas, commercial areas, recreational areas, industrial sites, transportation systems, agricultural areas

11. Describe the impact of cultural changes on the locality over time. *Stanford 10*

Examples: new neighborhoods, shopping malls, highways

12. Develop an awareness of environmental problems in local communities. *Stanford 10*

Example: Earth Day activities

13. Exhibit an awareness of the ways personal actions benefit or harm the local

environment. *Stanford 10*

Examples: recycling, littering, volunteering

14. Discover why geographic changes occur over time and how these changes affect the people who live and work in the area. *Stanford 10*

Examples: natural disasters, weather patterns, new construction

Economic Awareness

15. Compare work in the local community today to work in the past. *Stanford 10*

Example: surveys of family members

16. Develop an understanding of specialized work in service industries. *Stanford 10*

- Repairing or packaging goods
- Transporting goods
- Marketing goods

Examples: finished product traced to its origin, participation in Career Day

17. Develop an awareness of exchange systems within the family, school, and community. *Stanford 10*

Examples: chores performed for goods and services, money exchanged for goods and services

18. Develop an awareness of price in the exchange of goods and services *Stanford 10*

- Money or goods asked for something
- Money or goods given for something
- Cost of something obtained

Examples: purchase price of pencils, lunch, or toy; *Picking Peas for a Penny* by Angela S. Medearis

19. Describe ways people are interdependent within the family, school, and community.

Examples: culturally, economically, environmentally, politically

20. Exhibit an appreciation of the way life in a locality is enriched by the world community.

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Examples: goods and services, literature, music, art

Historic Awareness

21. Compare transportation today and to transportation in the past. *Stanford 10*
22. Compare the history and features of the local community with a contrasting community. *Stanford 10*
- Rural
 - Urban
 - Natural
 - Human-made
- Example: *A Country Far Away* by Nigel Gray
23. Compare the lives of children living today to the lives of children of a different time period. *Stanford 10*
24. Describe how the locality is connected to the larger world geographically and economically now and long ago. *Stanford 10*
- Examples: communication—post office, radio station, satellite dish, facsimile, voice mail, answering machine, modem; transportation—highways, railroads, air travel, space travel, *Mr. Grigg's Work* by Cynthia Rlant
25. Analyze the movement of selected people and ideas from place to place over time.
- Examples: immigration, migration
26. Develop an awareness of historical figures. *Stanford 10*
- Examples: Thomas Jefferson, Sequoyah, George Washington Carver, John F. Kennedy, Rosa Parks, Mikhail Baryshnikov, Georgia O'Keeffe, Leontyne Price

Cultural Awareness

27. Describe the origins of holidays in various cultures.
- Example: *Village of Round and Square Houses* by Ann Grifalconi
28. Describe traditions of various cultures noting similarities and differences.
29. Become acquainted with various cultures encountered in stories from literature.

Examples of aspects of culture: beliefs, customs, ceremonies, traditions, social practices, moral teachings, *Raven: A Trickster Tale From the Pacific Northwest* by Gerald McDermott

30. Retell stories about communities in other times and places that reflect cultural diversity and commonality. **Stanford 10**

Example: *Knots On A Counting Rope* by Bill Martin Jr. and John Archambalut

31. Exhibit an understanding of cultural diversity found in the classroom, in the locality, and in the world.

Examples: family members, classmates' family members

Stanford 10 objectives not found in the Course of Study:

History: Identify a major event in US History

Political Science: Identify a national symbol

Economic Awareness: Analyze ways to achieve a want
Identify wants and needs