

Key: **red text** highlights new 2008 content;

~~crossout~~ indicates content cut from 2008 revision

STANDARD 1.1 –

The student will interpret information presented in **picture timelines** to show sequence of events and will distinguish among past, and present, and **future**.

ESSENTIAL UNDERSTANDINGS

Past, and present, and future times are **different**.

Everyday life **changes** in different places and times.

The sequence of events can be shown on a **timeline**.

Terms to know

Community: A place where people live, work, and play

Change: Something that happens to make things different

Family: A group of people who care for one another

Past: Things that have already happened

Present: Things that are happening right now

Future: Things that may happen someday

*What does a **timeline** show about the past and present?*

Timelines show the sequence of events occurring in the past, in the present **or future**

*How have **school, communities, transportation, and family life** changed over time?*

*How might a **community** change in the future*

	PAST	PRESENT	FUTURE
Schools	Small one-room buildings	Large buildings with many rooms	Virtual schools
Communities	Smaller than today; fewer people	Larger than in past; more people	Larger; Online
Transportation	Walking, riding horses or riding in wagons	Riding in cars, airplanes, trains, and space shuttles	Electric and solar cars
Family Life	Handmade clothes, homemade games, family vegetable gardens	Store-bought clothes, electronic games, microwave food	Custom clothes online; Virtual games

STANDARD 1.2 – American Leaders

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and **Eleanor Roosevelt**.

ESSENTIAL UNDERSTANDINGS

Important deeds were accomplished by people who became **American leaders**.

*What contributions do we remember that were made by **George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver** and **Eleanor Roosevelt**?*

Terms to know

• **Contribution:** The act of giving or doing something

People to know

- **George Washington:** He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was **the first President** of the United States. He is known as the "**Father of Our Country**."
- **Benjamin Franklin:** He proved that electricity was present in lightning through his **kite experiment**. He started **the first library** and the first **volunteer fire department** in America.
- **Abraham Lincoln:** He was born in a log cabin. He taught himself how to read. He became a United States **President**. He was known as "**Honest Abe**."
- **George Washington Carver:** He was an **African American** who studied **science and plants**. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.
- **Eleanor Roosevelt:** She was a leader for **equal rights** for all people. She volunteered for many organizations.

STANDARD 1.3 - Holidays

The student will discuss the lives of **people** associated with **Presidents' Day**, **Columbus Day**, and the **events of Independence Day** (Fourth of July).

Major **holidays** are celebrated to remember certain important **leaders** and **events** of the past.

Why do people celebrate holidays?

• **Holiday**: A day on which something or someone is honored or remembered

Who are the people most associated with these holidays?

Holidays to know

- **Columbus Day**: This is a day to remember **Christopher Columbus** who was given the credit for **discovering America**. It is observed in **October**.
- **Presidents' Day**: This is a day to remember all United States **Presidents**, especially **George Washington** and **Abraham Lincoln**. It is observed in **February**.
- **Independence Day** (Fourth of July): This is a holiday to remember **when America became a new country**. It is sometimes called **America's birthday**. It is observed in **July**.

STANDARD 1.4 - Maps

The student will develop **map skills** by

- a) recognizing basic **map symbols**, including references to **land, water, cities, and roads**;
- b) using **cardinal directions** on maps;
- c) identifying the **physical shape** of the **United States** and **Virginia** on maps and globes;
- d) locating **Washington, D.C.**, the **capital** of the United States, and **Richmond**, the **capital** of Virginia, on a United States map.

ESSENTIAL UNDERSTANDINGS

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

The United States and Virginia can be identified by their shapes on maps and globes.

The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.

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

Map **symbols** to identify

- Land
- Water
- Cities
- Roads

Terms to know

- **Map**: A drawing that shows what places look like from above and where they are located
- **Globe**: A round model of the Earth
- **Symbol**: A picture or thing that stands for something else

What are the cardinal directions?

Cardinal directions: The directions of north, east, south, west

The terms **north, east, south, and west** are used to determine **location** on simple maps.

Where is the United States located on a world map and on a globe?

Where is Virginia located on a United States map?

Virginia and the United States may be located by their physical **shapes** on maps and globes.

Where are the capital cities of Washington, D.C., and Richmond, Virginia, located on a United States map?

The **capital cities** of **Washington, D.C.**, and **Richmond, Virginia**, may be located by using **symbols** on a United States map.

STANDARD 1.5 – Map Legends

The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

ESSENTIAL UNDERSTANDINGS

A **map** is a drawing that shows what places look like from above and where they are located.

People who make maps include a **map legend**.

A **map legend** includes symbols that represent objects and places.

What information is learned from a map legend?

Map legend: A list of shapes and symbols used on a map and an explanation of what each stands for

What is included when making a map?

Maps include **symbols** that are **pictures that stand for something else**.

Most maps have **legends** including symbols that represent objects and places.

Maps include the **cardinal directions of north, east, south, and west**.

STANDARD 1.6 - Location Affects How We Live

The student will 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.

ESSENTIAL UNDERSTANDINGS

Geography includes the study of **location, climate, and physical surroundings**.

Location, climate, and physical surroundings affect the way people live.

Terms to know

- **Location:** Where people live
- **Climate:** The kind of **weather** an area has over a **long period** of time
- **Physical surroundings:** **Land** and bodies of **water**
- **Season:** Any one of the four phases of the year (**spring, summer, fall, or winter**)

How do location, climate and physical surroundings affect how people live?

Location, climate, and physical surroundings affect the way people **in a community meet their basic needs**. This includes:

- **foods** they eat,
- **clothing** they wear, and
- the kinds of **houses** they build.

Geography affects how people travel from one place to another and determines what is available for recreation.

STANDARD 1.7 – Goods & Services

The student will explain the difference between goods and services and will describe how people are consumers both buyers and producers sellers of goods and services.

ESSENTIAL UNDERSTANDINGS

Goods and services satisfy people's needs and wants.

People are **consumers** when they buy or use goods and services.

People are **producers** when they make goods or provide services.

Most people are **both consumers and producers**.

Terms to know

Goods: Things people make or use to **satisfy needs and wants**

Services: Activities that **satisfy** people's **needs and wants**

Consumer: A person who **uses or buys** goods and services

Producer: A person who **makes goods** or **provides services**

~~How are people both buyers and sellers?~~

~~• Buyer: A person who uses money to purchase goods or services~~

~~• Seller: A person who sells goods or services~~

~~People are buyers when they use money to purchase goods or services.~~

~~People are sellers when they receive money for their work or for goods or services they provide.~~

STANDARD 1.8 Making Choices

The student will explain that people make choices because they cannot have everything they want.

ESSENTIAL UNDERSTANDINGS

People **make choices** because they cannot have everything they want.

*What happens when people **cannot have** everything they want?*

People **cannot have** all the goods and services they want.

They **must choose** some things and **give up** others.

STANDARD 1.9 – Saving Money

The student will recognize that people save money for the future to purchase goods and services.

ESSENTIAL UNDERSTANDINGS

People can choose to spend or save money.

To save money, people give up spending now in order to buy goods and services in the future.

Savings: Money **not spent now** so it can be spent in the future

*Why do people **save money**?*

People save:

To **buy something later** when they have enough money

Terms to know

Money: **Paper bills and coins are** used to pay for goods and services

STANDARD 1.10

The student will apply the traits of a good citizen by

- focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- recognizing the purpose of rules and practicing self-control;
- working hard in school;
- taking responsibility for one's own actions;
- valuing honesty and truthfulness in oneself and others. ;
- participating in classroom decision-making through voting.

ESSENTIAL UNDERSTANDINGS

Good citizens show a variety of positive traits.

Rules are made so that everyone is **treated fairly**.

Good citizens help make decisions in their classroom by voting when the chance is provided.

*What are some **traits of good citizens**?*

Students can demonstrate good citizenship by

- Playing **fairly**
- Exhibiting **good sportsmanship**
- Helping** others
- Treating others with **respect**
- Recognizing the purpose of rules
- Practicing **self-control**
- Working hard** in school
- Taking **responsibility** for one's own actions
- Valuing **honesty** and truthfulness in oneself and others
- Participating in classroom decision-making**

*Why are **rules** necessary?*

Reasons for **rules**

- To **protect rights** of people
- To suggest **good behavior**
- To keep people **safe**

*Why do people **vote**?*

Reasons for **voting**

- To **voice** your self-interest
- To **take part** in the process

STANDARD 1.11

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning **about** the Pledge of Allegiance.

ESSENTIAL UNDERSTANDINGS

The United States has **patriotic symbols and traditions**.

Patriotic symbols and traditions **honor** the people and the history of the United States.

Terms to know

- **Symbol:** A picture or thing that stands for something else
- **Tradition:** A custom or belief that happens over a long period of time
- **Patriotic:** Showing respect for and love of country
- **American flag:** A flag representing the United States

*What are some **patriotic symbols and traditions** of the United States?*

Patriotic symbols of the United States

- **American flag**
- **Bald eagle**
- **Washington Monument**
- **Statue of Liberty**

*How do citizens **demonstrate respect** for the **American flag** and the **United States**?*

Citizens say the **Pledge of Allegiance** to demonstrate **respect** for the American flag and the United States.

STANDARD 1.12

The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

- a) have local governments;
- b) benefit from people who volunteer in their communities;
- c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

ESSENTIAL UNDERSTANDINGS

Communities in Virginia include people **with different ethnic origins, customs, and traditions**.

Most Virginians contribute to their communities and are **united** as Americans by **common principles and traditions**.

Communities in Virginia have **local governments**.

Volunteers help communities.

*Why do communities need **volunteers**?*

Volunteers work to make **communities better**.

*How do ~~people~~ Virginians of different **ethnic origins, customs, and traditions** ~~participate in and contribute to their community~~ share **common principles**?*

Communities in Virginia include people of **many ethnic origins** who come from different places around the world. Most Virginians make **valuable contributions** to their communities.

*What **common principles and traditions** unite people as Americans?*

People celebrate **American holidays and traditions** in addition to their own cultural holidays and traditions.

People in our communities are **united as Americans** by **common principles and traditions**, such as

- **celebrating Independence Day** (Fourth of July)
- **pledging allegiance** to the flag
- **voting in elections**

Why are local governments important?

Communities in Virginia have **local governments** that:

- are **elected** by the people
- try to make the community a **better place** to live and work.