

Grade 1: Introduction to History and Social Science

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STANDARD 1.2 – American Leaders

The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including

- the settlement of Virginia at **Jamestown**;
- famous **Virginians**, such as **George Washington** and **Thomas Jefferson**, who helped form a new nation; and
- life in **Virginia today**, including food, clothing, shelter, transportation, and recreation.

ESSENTIAL UNDERSTANDINGS

Many **people** and **events** contributed to Virginia history.

Virginia’s diverse **environment** has affected the way people interact with their surroundings.

- Many **different people** and **events** helped shape Virginia’s history.
- Virginia started at **Jamestown** over **400 years** ago.
- Jamestown** became the **first permanent English settlement** in North America.

People to know

- George Washington:**
 - He was **born** in Virginia.
 - He was a **leader** who helped develop the **country**.

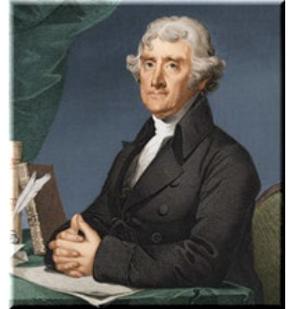


George Washington
1st President
"Father of our Country"

- He was the **first president** of the United States.
- He is known as the **"Father of Our Country."**
- He led the **fight for freedom** from England and helped establish a **new country**.

• Thomas Jefferson:

- He was **born** in Virginia.
- He was the **third president** of the United States.
- He was a **leader** who helped develop a new country.



Thomas Jefferson
3rd U.S. President

The **location, climate, and physical surroundings** of Virginia affect the

way people meet their **basic wants** today. This includes the

- foods** they eat
- clothing** they wear
- types of **houses** they build.

Communities in Virginia use various types of **transportation** to meet their needs.

The **geography** of Virginia affects how people **travel** from one place to another and determines what is available for **recreation**

STANDARD 1.3- Important Virginians

The student will describe the stories of **influential people** in the history of **Virginia** and their contributions with emphasis on

- Powhatan**;
- Pocahontas**;
- Christopher Newport**;
- Maggie L. Walker**; and
- Arthur R. Ashe, Jr.**

ESSENTIAL UNDERSTANDINGS

Influential people in Virginia history made important contributions.

Terms to know

- contribution:** The act of **giving** or **doing** something **People to know**

People to know

Powhatan:

- He was an **American Indian leader** when the settlers came to Jamestown.
- He ruled over **many tribes**.

Pocahontas:

- She was an **American Indian girl**, daughter of Powhatan, who came with her father’s people to **visit the settlers** at Jamestown.
 - She worked to **help the settlers** receive food from the American Indians.



Pocahontas



Chief Powhatan



Christopher Newport
English explorer

Christopher Newport:

- He was an **English explorer** who brought additional **people** and **supplies** to the **Jamestown** settlement.

Maggie L. Walker:

She was the **first African American woman** in the

United States to establish a bank and become a **bank president**.



Maggie Walker
African American
bank president

Arthur R. Ashe, Jr.:

- He was the first African American winner of a **major men's tennis singles championship**.
- He was a leader for **civil rights** and worked for equality for all **people**



Arthur Ashe, Jr.
African American
champion player

STANDARD 1.4 – People & Holidays

The student will describe the lives of people associated with major holidays, including

- George Washington Day (Presidents' Day);
- Independence Day (Fourth of July); and
- Martin Luther King, Jr., Day.

ESSENTIAL UNDERSTANDINGS

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

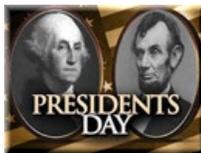
Citizens have worked to **defend** American principles.

Terms to know

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

Holidays to know

- **George Washington Day (Presidents' Day):**
 - This is a day to remember all United States **Presidents**, especially **George Washington**.
 - 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**.
- **Martin Luther King, Jr., Day:**
 - This is a day to remember an **African American leader** who worked so that all people would be **treated fairly**.
 - It is observed in **January**.



STANDARD 1.5 - Maps

The student will develop **map skills** by

- recognizing basic **map symbols**, including references to **land, water, cities, and roads**;
- using **cardinal directions** on maps;
- identifying the **shapes** of the **United States** and **Virginia** on maps and globes;
- locating **Washington, D.C.**, the **capital** of the United States, and **Richmond**, the **capital** of Virginia, on a United States map.
- constructing simple maps, including a **title, map legend, and compass rose**.

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**.

Symbols to identify on a map

- 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



COMPASS ROSE

shows North, East, South and West

- cardinal directions**: The directions of north, east, south, and west
- title**: The name of a map or what kind it is
- map legend**: A list of **shapes** and **symbols** used on a map and an explanation of what each one stands for

- compass rose**: A symbol that shows **direction** (**north, east, south, and west**) on a map



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

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

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

Students should know where the United States is located...



on the globe



and on a world map

STANDARD 1.6 – Virginia’s Location Affects How We Live

The student will develop a geographic understanding that

- the **location of Virginia** determines its **climate** and results in **four distinct seasons**; and
- the **landforms of Virginia** affect the places people **live**.

ESSENTIAL UNDERSTANDINGS

Virginia is located on the **southeastern coast** of the United States.

Landforms of Virginia include **hills, mountains, valleys, and the coastal plain**.

Terms to know



- climate**: The kinds of **weather** an area has over a **long period** of time

- physical surroundings**: **Land** and bodies of **water** present in a given location
- season**: Any one of the four phases of the year (**spring, summer, fall, or winter**)
- location**: The place where a particular point or object exists on the surface of Earth
- landform**: A shape or feature of **Earth’s surface**

The **climate** of Virginia is **mild**.

Virginia has **four distinct seasons** that include **spring, summer, fall, and winter**.

Landforms affect where people **build houses and communities**.

Location, climate, and physical surroundings affect the way people in Virginia meet their **basic wants**.

STANDARD 1.7 – Goods & Services

The student will explain the difference between **goods** and **services** and will describe how people are **consumers** and **producers** 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 wants**

Services: Activities that **satisfy** people’s **wants**



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

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

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.

A decision-making model helps people make choices.

Terms to know

- cost**: What you **give up** when you decide to do something
- benefit**: What **satisfies** a want

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

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

All decisions involve **costs** and **benefits**.

Students make **better choices** when they consider the **costs** and **benefits** of their decisions.

Sample Decision-Making Model

Decision to be made:	
Benefits	Costs



Making Choices
Costs vs Benefits

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.



Terms to know

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

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

People **save** to buy something **later** when they have enough money.

STANDARD 1.10 - Good Citizens

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.

Good citizens show respect to others even when they disagree.

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

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



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 their own actions
- valuing **honesty** and **truthfulness** in themselves and others
 - participating** in classroom **decision-making**

Reasons for rules

- To **protect** the **rights** of people
- To provide suggestions for **good behavior**
- To keep people **safe**

Reasons for voting

- To **voice** your **opinion**
- To **take part** in the process

STANDARD 1.11 - Patriotic Symbols and Traditions

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag and by learning about the Pledge of Allegiance.

ESSENTIAL UNDERSTANDINGS

The **Pledge of Allegiance** is said in recognition of the heritage of the United States.

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



Pledge of Allegiance

Terms to know

- American flag:** A patriotic **symbol** of the United States
- Pledge of Allegiance:** A patriotic **tradition** that honors the people and the history of the United States

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

STANDARD 1.12 - Virginia Symbols and Traditions

The student will recognize the symbols and traditional practices that honor the **Commonwealth of Virginia** by

- identifying the Virginia **flag**, state **capitol** building, state **bird**, and state **flower**; and
- describing why people have **symbols** and **traditions**



ESSENTIAL UNDERSTANDINGS

Patriotic symbols and traditions honor the people and the history of Virginia

Terms to know

- symbol**: A picture or thing that stands for something else
- tradition**: A custom or belief that is practiced or observed over a long period of time

- patriotic**: Showing respect for and love of country and state

Patriotic symbols of the Commonwealth of Virginia

- Virginia **flag**
- State capitol **building** located in Richmond
- Cardinal** (the state bird)
- Dogwood** (the state flower)

People use **patriotic symbols** and **traditions** to **honor** the people and the history of Virginia.

A **tradition** is a way of doing things that **can be passed down** from adults to children..

STANDARD 1.13 - People of Virginia

The student will understand that the **people of Virginia**

- have **state** and **local government** officials who are **elected** by voters;
- make **contributions** to their communities; and
- include people who have **diverse** ethnic origins, customs, and traditions and are united as Americans by **common principles**.



ESSENTIAL UNDERSTANDINGS

Communities in Virginia have **state and local government** officials who are elected by voters.

The people of Virginia contribute to their communities by practicing the responsibilities of **good citizens**.

The people of Virginia have **diverse ethnic origins**, customs, and traditions and are **united** as Americans by common principles and traditions.

- Voters in Virginia **elect officials** to make decisions for them in the **state** and **local governments**.
- People contribute to their communities by practicing the responsibilities of **good citizenship** and **volunteering** to make communities better.
- Many Virginians make valuable **contributions** to their communities.
- Communities in Virginia include people of **many ethnic origins** who come from different places around the world.
- People celebrate American **holidays** and **traditions** in addition to their own cultural holidays and traditions.
- People in Virginia's communities are **united** as Americans by **common principles** and **traditions**, such as
 - celebrating **Independence Day** (Fourth of July)
 - pledging **allegiance to the flag**.