

Best Standards-Based Technology Integration Practices for 21st Century Classrooms

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21st CENTURY Social Studies

First Grade Social Studies Content Standards and Objectives

First grade Social Studies explores the role of the citizen in the schools, family and community. Students learn responsibilities, privileges and rights, patriotic traditions, symbols, functions of money and the connection of the past to the present. Conflict resolution, consumer roles and good safety practices will be introduced. Students recognize geographic features and identify regions. A variety of graphic skills will be incorporated, including graphs, charts and timelines. Economic concepts of basic needs and community occupations will be explored. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-3 curriculum. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

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Grade 1	Social Studies
Standard: 1	Citizenship
SS.S.01.01	Students will <ul style="list-style-type: none">characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

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Performance Descriptors (SS.PD.1.1)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>First grade students performing at the distinguished level in citizenship generalize appropriate behaviors of caring, trustworthiness, respect and responsibility for self and others, and the expression and acceptance of opinions to settings other than classroom or school. They evaluate examples of volunteerism in the school/community, recommend how to volunteer and practice appropriate behaviors for dangerous situations. They create appropriate rules and consequences for breaking the rules in other settings.</p>	<p>First grade students performing at the above mastery level in citizenship model behaviors of caring and trustworthiness, respect and responsibility for self and others, and expression and acceptance of opinions. They identify a problem in the school/community and generate examples of volunteerism to address the problem. They predict behaviors appropriate for dangerous situations. They participate in developing rules and the consequences for breaking rules.</p>	<p>First grade students performing at the Mastery level demonstrate respect and responsibility for self and others and express and accept opinions of others. They discuss the importance of volunteerism and participate in a school /community project. They illustrate examples of caring and trustworthiness and demonstrate examples of appropriate behavior in dangerous situations. They participate in developing classroom rules and discuss the consequences of breaking the rules.</p>	<p>First grade students performing at the Partial Mastery level demonstrate respect for self and others. They state the reason for volunteerism and participate in a school/community project. They identify examples of caring and trustworthiness and discuss appropriate behavior in dangerous situations. They recognize the difference between rules and consequences and participate in developing classroom rules.</p>	<p>First grade students performing at the Novice level recognize the difference in respect for self and others. They participate in a volunteer project at the school/community level. They give examples of dangerous situations. They participate in developing classroom rules.</p>
Objectives	Students will			
SS.O.01.01.01	express opinions and accept opinions of others in solving problems and/or resolving conflicts.			
SS.O.01.01.02	illustrate examples of honesty, caring and trustworthiness in the home and at school.			
SS.O.01.01.03	participate in developing classroom rules and discussing the consequences of breaking rules.			
SS.O.01.01.04	demonstrate respect and responsibility for self and others' materials and belongings.			
SS.O.01.01.05	given the opportunity to recite the Pledge of Allegiance, participate in patriotic singing and celebrate national holidays and discuss their significance.			
SS.O.01.01.06	discuss the importance of volunteerism and participate in school/community projects.			
SS.O.01.01.07	demonstrate and give examples of appropriate behavior in dangerous situations (e.g., fire, poison, traffic, strangers and drugs).			

Grade 1	Social Studies			
Standard: 2	Civics/Government			
SS.S.01.02	Students will <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs). 			
Performance Descriptors (SS.PD.1.2)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First Grade students performing at the Distinguished level in civics compare and contrast rules and laws. They classify rules and consequences as fair or unfair. They discriminate between the roles of authority figures and important government leaders. Students apply group roles in settings other than the classroom. Give examples of roles in local, state, and national government.	First Grade students performing at the above mastery level in civics classify statements as rules and laws. They explain how a rule is fair or unfair and give reasons for consequences. They explain the need for authority figures and government leaders. Model appropriate behavior in group roles in the classroom. Explain the need for local, state and national levels of government.	First grade students performing at the mastery level in civics explain the differences between rules and laws, determine if a rule is fair, and identify the consequences of breaking a rule. They recognize the need for authority figures and identify important government leaders, describing their roles. They practice various group roles in the classroom. They identify local, state and national levels of government.	First Grade students performing at the partial mastery level in civics identify differences between rules and laws. They recognize that breaking a rule results in a consequence. They identify authority figures in the community and important government leaders. Students give examples of group roles in the classroom. They recognize the need for different levels of government.	First Grade students performing at the novice level in civics identify rules. They recognize that breaking a rule results in a consequence. They identify the governor and president. Students identify specific group roles of the classroom. They recognize that different levels of government exist. They recognize that different levels of government exist.
Objectives	Students will			
SS.O.01.02.01	describe, discuss and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.			
SS.O.01.02.02	identify the three levels of government (local, state and federal).			
SS.O.01.02.03	identify the President and Governor and other government leaders and describe their roles and explain the need for authority figures.			
SS.O.01.02.04	explain the difference between rules and laws, establish criteria for determining if a rule or law is fair and identify the consequences for breaking rules.			

Grade 1	Social Studies			
Standard: 3	Economics			
SS.S.01.03	Students will <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 			
Performance Descriptors (SS.PD.1.03)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students performing at the distinguished level in economics compare and contrast people's needs and the ways in which the needs are met. They predict how different occupations meet people's needs. Students explain the differences between exchanging money or goods and services for goods and services.	First grade students performing at the above mastery level in economics classify the needs of different people in the community and describe the varied ways different needs are met. They illustrate how occupations in the community are alike and different. They generate examples of goods and services that can be exchanged for other goods and services.	First grade students performing at the mastery level in economics recognize that all people share the same basic needs, choose among needs and wants, and predict the consequences of their choices. They recognize the characteristics of occupations in their community. They demonstrate the exchange of goods and services using money or other goods and services.	First grade students performing at the partial mastery level in economics identify the basic needs of people and differentiate between needs and wants. They can list occupations in their community. They demonstrate the exchange of money for goods and services.	First grade students performing at the novice level in economics tell what their needs are, label depictions of occupations in the community, and recognize that money is exchanged for goods and services.
Objectives	Students will			
SS.O.01.03.01	recognize that all people share the same basic needs and choose from among needs and wants and predict the consequences of those choices.			
SS.O.01.03.02	demonstrate the exchange of goods and services (using money or other goods and services).			
SS.O.01.03.03	recognize the characteristics of occupations in the community.			

Grade 1	Social Studies			
Standard: 4	Geography			
SS.S.01.04	<p>Students will</p> <ul style="list-style-type: none"> interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 			
Performance Descriptors (SS.PD.1.04)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>First grade students performing at the distinguished level in geography locate surrounding states of West Virginia and surrounding countries of the United States They compare two or more examples of each major geographic feature on a United States map. Students construct a simple map to scale with a legend using cardinal directions and map symbols. When given a designated day, month, or season, students can relate the names of other days, months, or seasons in the sequence before and after. They compare climate/weather in different areas of the United States. They compare uses of different natural resources.</p>	<p>First grade students performing at the above mastery level in geography locate surrounding states of West Virginia and illustrate examples of major geographic features found on a United States map. Students construct a simple map with a legend, cardinal directions, and map symbols. Students can state the day, month, or season following each designated example in sequence. They discuss effects of climate/weather on people's lives and classify examples of basic natural resources.</p>	<p>First grade students performing at the mastery level in geography locate West Virginia and United States on a globe or map and locate major geographic features on a United States map. Students construct and interpret simple maps using cardinal directions, location, scale, and symbols in a legend. They sequence days, months, and seasons of the year and relate how climate and weather affect people lives. Students give examples of basic natural resources.</p>	<p>First grade students performing at the partial mastery level in geography understand the relationship of West Virginia to the United States and identify the Ohio River and Appalachian Mountains as major geographic features of their state. Students draw a simple map and show cardinal directions and symbols on their map. Students list the days of the week and the seasons. They tell how climate/weather affects the types of work people do. Students list two or three common resources.</p>	<p>First grade students performing at the novice level in geography state West Virginia as a place where they live and identify the mountains as a major geographic feature of the state. Students demonstrate or show cardinal directions on a map. Students list the seasons. They tell how they feel when it is cold or hot and what kinds of activities can be done during these times. Students state a basic resource used for fuel.</p>

Objectives	Students will			
SS.O.01.04.01	construct a simple map of a familiar area (such as the school) incorporating cardinal directions and map symbols.			
SS.O.01.04.02	locate and identify the following using a globe and world map: <ul style="list-style-type: none"> • West Virginia • United States • geographic features 			
SS.O.01.04.03	sequence the seasons of the year, days of the week and months.			
SS.O.01.04.04	give examples of basic natural resources.			
SS.O.01.04.05	recognize and relate how climate/weather affects the way people live (e.g., food, clothing, shelter, recreation).			
SS.O.01.04.06	construct and interpret simple maps using cardinal directions, locations, a scale and symbols in a legend.			
Grade 1	Social Studies			
Standard: 5	History			
SS.S.01.05	Students will <ul style="list-style-type: none"> • organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). • use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Applications). • examine, analyze, and synthesize historical knowledge or major events, individuals, cultures, and the humanities of West Virginia, the United States and the world (Culture and Humanities). • use historical knowledge to analyze local, state, national, and global interdependence (Interpretation and Evaluation). • examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 			
Performance Descriptors (SS.PD.1.05)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students performing at the distinguished level in history research changes in communities over time. They evaluate and prioritize historical information. They categorize characteristics of the past and compare/contrast contributions of heroic people. They make inferences from cultural differences to support understanding and empathy. They defend family historical information through three generations using primary sources and make comparisons to present-day living. They compare and contrast different types of families, summarizing by categories the characteristics of each.	First grade students performing at the above mastery level in history collect information about the ways in which communities change over time. They organize and classify historical information. They research characteristics of the past and contributions of heroic people. They contrast/compare cultural differences to build understanding and empathy. They research family historical information through three generations and make comparisons to present-day living. They compare and contrast different types of families, listing the characteristics of each.	First grade students performing at the mastery level in history give examples of ways communities change over time. They participate in the collection and organization of historical data. They identify characteristics of the past and contributions of heroic people. They investigate cultural differences to build understanding and empathy. They collect family historical information through two generations and make comparisons to present-day living. They compare and contrast different types of families.	First grade students performing at the partial mastery level in history discuss the ways in which communities change over time. They participate in the organization of historical data. They describe characteristics of the past and contributions of heroic people. They understand cultural differences to build understanding and empathy. They collect family historical information through two generations and examine the comparisons to present-day living. They give examples of different types of families.	First grade students performing at the novice level in history recognize that communities change over time. They discuss historical data from various sources. They match characteristics of the past and contributions of heroic people. They describe cultural differences to build understanding and empathy. They collect family historical information through two generations. They discuss the different types of families.

Objectives	Students will
SS.O.01.05.01	give examples of ways communities change over time (e.g., landscape, buildings, jobs, population).
SS.O.01.05.02	collect information to contrast family history through two generations (parents, grandparents) and make comparisons to present-day.
SS.O.01.05.03	identify characteristics of the past and contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holdings and customs, and organize historical data.
SS.O.01.05.04	investigate cultural differences through celebrations, holidays and family traditions to build empathy and understanding for individuals and groups.
SS.O.01.05.05	compare and contrast different types of families (e.g., single parent, extended, multi-generational).
Grade 1	Social Studies
Standard: 6	Reading
SS.S.01.06	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. Infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas, and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>