

Jemez Valley Public Schools
FIRST GRADE SOCIAL STUDIES • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 1: History			
Standard: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico.			
<p>Identify the significance of United States historical events and symbols (Labor Day)</p> <p>Student defines family culture.</p> <p>Describe the importance of 16th of September (Mexico's Independence Day).</p> <p>Identify the significance of United States historical events and symbols (e.g. Veterans Day)</p> <p>Identify and define the various cultures in the classroom and school</p>	<p>Identify and recognize major political and social figures in the United States.</p> <p>Identify and describe various cultures who live in the United States.</p> <p>Identify and compare celebrations and events from the United States, Mexico, and Canada (e.g. Dia de los Muertos in Mexico, Thanksgiving in Canada and the United States).(year long)</p> <p>Identify and compare celebrations and events from the United States, Mexico and Canada.</p>	<p>Identify and compare celebrations and events from the United States, Mexico and Canada.(e.g. Martin Luther King Jr. Day)</p> <p>Identify the significance of United States historical events and symbols.</p> <p>Demonstrate the use of timelines in order to show events in relation to one another.</p> <p>Identify and compare celebrations and events from the United States, Mexico and Canada.(e.g. Dia de la Constitucion in Mexico)</p>	<p>Identify common attributes of people living in New Mexico today.</p> <p>Identify the significance of United States historical events and symbols (e.g. Memorial Day and Cinco de Mayo in Mexico, Victoria Day in Canada)</p>

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Strand II: Geography			
Standard: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.			
<p>Identify characteristics of culture (language, customs, religion, shelter) by describing what language the family speaks, holidays they celebrate, and where they live.</p> <p>Describe different types of weather; sunny, windy, rainy, snowy, and the four season</p> <p>Understand maps and globes as representations of places and phenomena.</p> <p>Create, use, and describe simple maps to identify locations within familiar places (e.g. classroom, school, community, state).</p> <p>Identify different types of jobs in the US based on family members.</p> <p>Identify characteristics of culture (e.g., language, customs, religion, shelter) using examples from classmates.</p>	<p>Identify examples of and uses for natural resources in the community, state, and nation.</p> <p>Describe the human characteristics of places such as housing types and professions.</p> <p>Identify and use the four cardinal directions to locate places in community, state, and tribal districts.</p>	<p>Describe the Earth-Sun relationship and how it affects living conditions on Earth</p> <p>Identify humans' basic needs; food, water, and shelter and how they are obtained.</p> <p>Read Native American creation stories.</p> <p>Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, and human origins and relationships.</p>	<p>Identify and classify characteristics of places as human or natural.</p> <p>Describe the role of resources in daily life</p> <p>Describe ways that human depend upon, adapt to and affect the physical environment by examining where many human live, i.e. towns, villages and cities</p>

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Strand III: Civics and Government Standard: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.			
Understand the rules of the classroom. Understand the purpose of rules and identify examples of rules and consequences of breaking them Describe different groups and rules that apply to them (e.g. families, classrooms, communities). Explain and apply “good citizenship traits within the school and community using the elements of fair play, good sportsmanship the idea of treating others the way you want to be treated and being trustworthy Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American History (year long).		Describe different ways to determine a decision (e.g. majority rule, consensus, authoritarian, parent, teacher, principal). Identify local, state, tribal and national leaders. Identify the President of the United States and the Governor of New Mexico. Describe how local, state, tribal and national leaders exemplify the ideals of the communities.	

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Strand IV: Economics Standard: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.			
	Understand how resources are limited and varied in meeting human needs. □□ Define and differentiate between needs and wants (e.g. wanting presents and needing healthy food to eat)	Understand the concept of goods and services. Understand the condition of not being able to have all of the goods and services one wants.	Understand the value of work. Define the simplest form of exchange (the barter system being the direct trading of goods and services between people.