

This checklist is a suggested guide

1ST GRADE SOCIAL SCIENCE CHECKLIST

Goals 14 – 18

Illinois Learning Standards A – F

Performance Descriptors

What is important is not that you stick with the grade level suggestion, but that throughout your school district **all** standards are **covered**.

GOVERNMENT, POLITICAL SYSTEMS & CITIZENSHIP

_____ Name rules and responsibilities that students have at home, in school, and in public places.

_____ Describe rules that help students treat each other fairly.

_____ Demonstrate ways students help each other (e.g., taking turns and sharing).

_____ Explain the consequences of breaking rules.

_____ Give an example of a fair resolution to a conflict among people.

_____ Identify persons who are authority figures in their home, school, and community.

_____ Describe a person who provides positive leadership for others.

_____ Name a person who has served as President of the United States.

_____ Identify a type of official who has an office or role within a government (e.g., Mayor, Congressman, President).

_____ Name a duty, job or responsibility of a government (e.g., protection of the people, make laws).

_____ Discuss decision-making in their lives.

_____ Describe a situation where people vote to resolve their differences and decide what to do.

_____ Lead a class vote over something the class would like to do.

_____ Explain why majority rule is used in group decision-making (e.g., voting for food at class party).

_____ Name a student or parent group that serves their school.

_____ Describe a person in the community who helps to improve the lives of others (e.g., community center director, day care providers).

_____ Identify a government official or public servant carrying out their duties or responsibilities (e.g., a police officer arresting a criminal, lifeguard teaching swimming at the city pool).

UNITED STATES FOREIGN POLICY

_____ Identify a country other than the United States to which a person can travel.

_____ Recognize the titles for heads of government (e.g., presidents).

UNITED STATES POLITICAL IDEAS AND TRADITIONS

_____ Give reasons for being honest and truthful when talking and working with other people.

_____ State the benefits of showing respect for the ideas and property of others.

_____ Name a holiday with political significance.

_____ Identify a patriotic symbol of the United States (e.g., flag, bald eagle).

_____ Describe what freedom means.

_____ Recite the Pledge of Allegiance.

_____ Give an example of an event that occurred in the past and an example of a current event.

_____ Place a series of events that occurred during their lifetime in chronological order.

_____ Tell why they need to know about their past, and others' pasts.

_____ Use a story or an image about the distant past to tell about what life was like during that period.

_____ Name commemorative holidays and festivals. (US)

_____ Explain why important people and events are remembered on holidays. (US)

_____ Tell how a past event has influenced their life. (US)

_____ Tell about a current political event in the world today. (W)

_____ Tell how people were governed in the past (e.g., what did kings do? What did nobles do? What rights did people have?). (W)

ECONOMIC SYSTEMS

_____ Identify goods and services from a set of pictures of goods and services.

_____ Describe a choice they have made and explain why they had to make a choice.

_____ Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children).

_____ Describe jobs they do at home.

_____ Identify workers they see at school and in the community.

_____ Identify a choice students have made when buying a good or service.

_____ List goods they want and label them as "wants."

_____ Make a choice between two items and tell what was given up.

_____ Identify people who produce goods and services in the community.

_____ List the resources needed to make a simple item.

_____ Identify exchanges that students have made without the use of money.

_____ Identify exchanges that students have made with the use of money.

_____ List items that students use but do not make themselves.

_____ Identify workers who provide public goods and services in the community.

_____ Provide examples of goods and services traded in the past. (US)

_____ Compare/contrast images of people trading in the past and present. (US)

_____ Identify economic choices (e.g., crops to plant, items to trade) made by people in the past and present. (W)

_____ Cite examples of workers from around the world in the past and present. (W)

CULTURE, SOCIAL SYSTEMS AND SOCIAL HISTORY

- _____ Describe a family tradition. (US)
- _____ Use an image or other historical source from the past to describe family roles. (US)
- _____ Describe a community tradition. (US)
- _____ Identify a family tradition from another land. (W)
- _____ Provide examples of traditions and customs from people in the past. (W)
- _____ List social categories (e.g., father, cousin, employer, friend) to which people belong.
- _____ Identify the basic needs of individuals and groups for survival.

ENVIRONMENTAL HISTORY

- _____ Ask a question about what the physical features of the land were like before people came to the local community. (US)
- _____ Tell how people survived in the local community many years ago. (US)
- _____ Tell how people survived in a place far away and long ago. (W)

PHYSICAL FEATURES AND REGIONS

- _____ Describe how physical and human features look between home and school (e.g., hilly, flat, a river, trees).
- _____ Construct a model of the physical and human features on the school grounds or in the neighborhood (e.g., using a sandbox and toys).
- _____ Describe daily changes in the weather and in the seasons in your community.
- _____ Identify land and water areas on a map of the local community and on a globe.
- _____ Identify the globe as a model of Earth.
- _____ Locate objects in the classroom using a simple map.
- _____ Compare physical features of different places around the community using photographs.

_____ Describe physical features seen on a field trip or a vacation.

_____ Show seasonal change (e.g., marking the changing length of a student's shadow at various times throughout the year, drawing or taking a picture of a student by a tree at various times throughout the year).

_____ Identify pictures showing how people use air, water, and land in different ways.

_____ Describe how people dress for various activities (e.g., making a snowman, going to the beach, going on a picnic).

_____ Identify food resources coming from farms and water resources from rivers.

GEOGRAPHY

_____ Draw pictures of changes in natural vegetation in your neighborhood during the four seasons.

_____ Observe and record changes in the school and local community through pictures or photos.

_____ Tell how shopping areas, housing, play areas, and businesses in the local neighborhood have changed over time.

CULTURE

_____ List cultural groups in your community (e.g., churches, clubs, YMCA).

_____ Give examples of language, traditions, and artifacts that represent the community.

_____ List activities that groups do together on a regular basis.

_____ Tell about the roles of family members.

_____ Tell about the roles performed by people in the community.