

GRADES K-2

Overview

Content standards for kindergarten, first grade, and second grade extend the prior knowledge of students and increase their understanding of the world in which they live. Students in Grades K-2 are naturally creative, imaginative, and inquisitive. They learn most effectively by being actively engaged and challenged by a variety of multisensory instructional activities. The incorporation of play-based literacy development, art, theatre, movement, music, literature, and other hands- and minds-on activities characterizes classrooms that reflect the most effective learning communities.

The K-2 social studies curriculum introduces young students to basic social studies concepts, skills, and generalizations that enable them to make connections to their environments. Instruction focuses on five areas of essential development: physical, emotional, social, moral, and cognitive. The importance of providing an interactive learning environment that lends itself to exploration as well as the establishment of positive relationships with adults and peers is crucial at this developmental level.

The four strands (economics, geography, history, and political science) provide a framework through which students construct knowledge in the following ways:

- Economic experience includes understanding and using basic economic vocabulary, distinguishing between wants and needs, and realizing consequences of economic decisions.
- Geographic learning uses students' personal experiences as a basis for developing geographic skills and concepts, exploring distant and unfamiliar cultures, and identifying positive and negative uses of the environment.
- Historic understanding is experienced through sequencing, participating in activities that create a sense of order and time, and recognizing that individuals hold different views about the past.
- Knowledge of political science leads to students' developing a sense of fairness and order through their relationships with others, recognizing the rights and responsibilities of citizens, and understanding fundamental civic ideals and practices.

The overall goals of the K-2 curriculum are developing awareness of self and family, understanding the role of the individual within the community and state, and making connections with people and places around the world. Achievement of these goals increases students' understanding of the communities in which they live and provides them with a foundation for becoming responsible citizens.

K

KINDERGARTEN

Self and Family

In kindergarten, students view changes that occur in their lives, in the history of the school, and in the community with a perspective that provides a foundation for them to begin to understand events in the past, present, and future. They begin the development of representational thought about things not present and learn to tap their imaginations as they explore the importance of building positive relationships with others. The kindergarten classroom may be the first place in which students realize how they are like and different from other students. Students begin to accept these similarities and differences and to develop a sense of respect and purpose regarding their learning experiences.

Initial citizenship education in kindergarten includes the significance of following rules and respecting the rights of other people. Students are introduced to the concepts of justice, courage, autonomy, and leadership as they develop an awareness of their roles as family members, individuals, and members of a social group. Appropriate learning environments reflect a thematic, interdisciplinary approach with emphasis on flexibility, attention to individual learning styles, and active participation in learning, including opportunities for exploration and discovery. Thus, instructional materials that expose students to concrete examples of abstract concepts of civic competence are meaningful.

KINDERGARTEN

Self and Family

Students will:

E	G	H	PS
		✓	

1. Use daily schedules and timelines from birth to present to relate self and family to changes over time.

- Using vocabulary to describe periods of time
Examples: *long ago, yesterday, today, tomorrow*

E	G	H	PS
✓		✓	

2. Compare families of today with families of the past in relation to work, home, and school.

Examples: present—one or both parents working outside the home, families sharing household responsibilities, students having choices of transportation;
past—parents working together on family-owned farms, family responsibilities assigned by gender, students walking to school

E	G	H	PS
		✓	

3. Identify historically significant events as they relate to self and family.

Examples: Veterans Day, Independence Day

- Identifying famous individuals associated with holidays and celebrations
Examples: Presidents' Day—George Washington, Abraham Lincoln;
Thanksgiving—Squanto, Pilgrims;
Black History Month—Rosa Parks, Martin Luther King, Jr., Booker T. Washington
- Describing personal and family experiences related to holidays and celebrations

E	G	H	PS
✓			✓

4. Identify personal use of goods and services.

- Demonstrating ways money is used in everyday life
Examples: saving money in piggy banks, using money to buy pencils at the school supply store
- Identifying various community helpers and their roles in the community
Examples: farmers providing food, firefighters putting out fires, health care professionals giving vaccinations, police officers protecting citizens

K

E	G	H	PS
✓			

5. Identify personal wants and needs.

- Discussing differences between purchasing and bartering for materials
Examples: purchasing candy at the grocery store, trading candy for baseball cards
- Discussing reasons for making choices

E	G	H	PS
	✓		

6. Identify vocabulary related to location and direction.

- Locating objects and places to the *right* or *left*, *up* or *down*, *in* or *out*, and *above* or *below*
- Giving directions
- Following directions

E	G	H	PS
	✓		

7. Identify representations of Earth using technology, maps, and globes.

- Creating simple maps
Examples: home, classroom, school

E	G	H	PS
✓	✓		

8. Describe effects of different seasons on self and family.

Example: needing to wear a coat in winter

- Discussing economic factors affected by seasonal changes
Example: heating and cooling expenses

E	G	H	PS
	✓	✓	

9. Describe ways people celebrate their diverse cultural heritages.

Examples: literature, language, games, songs, dances, holidays


E	G	H	PS
			✓

10. Discuss rights and responsibilities of individuals in relation to different social groups, including family, peer group, and classmates.

- Explaining the importance of manners and social etiquette
- Explaining the necessity for rules and laws and consequences of failing to obey them
Examples: raising hand before speaking to eliminate noise and allow every person to be heard, obeying traffic signs and signals to avoid traffic tickets and accidents, recognizing that playing with matches could lead to getting burned

E	G	H	PS
		✓	✓

11. Identify historic symbols of patriotism.

Examples: Alabama state flag; the flag of the United States; eagle; Pledge of Allegiance; red, white, and blue; the song “America”; the national anthem “The Star-Spangled Banner” 

FIRST GRADE

Exploring Our Community and State

The overall goal of the first-grade curriculum is to increase knowledge of the physical world and help build self-assurance as students become aware of the rights and responsibilities of members of their community and state and of their individual roles in social groups. The curriculum encourages students to explore in an environment in which unique abilities and contributions are valued. Students in Grade 1 are continuing to develop a sense of time and place. Many have few direct experiences with people from other cultures and countries. First graders rely upon concrete representations of abstract ideas and distant places. Therefore, they learn best when provided numerous opportunities for dramatic and cooperative play. In addition, student enjoyment of stories of the distant and recent past can be reinforced through the effective use of literature that brings to life other people, places, and times. Involvement of students in a thematic approach to instruction that includes active manipulation and exploration of their environment allows them to construct an understanding of relationships among objects, people, and events.

In Grade 1, students begin to recognize that the heritage, culture, and talents of others are worthy of respect. They study their locality in relationship to other places in the state and make comparisons of current families to families of the past in relation to work, home, and school. Students expand their sense of time and place as they increase their awareness of people and ways of life that are different from their own. They develop an understanding of the roles of leaders in communities, businesses, and governments and look for ways to protect the environment and ways to use graphic tools to study the physical features of Earth. Additionally, the content of social studies in Grade 1 allows students to begin making economic decisions and to build on the concepts of citizenship and patriotism.

FIRST GRADE

Exploring Our Community and State

Students will:

E	G	H	PS
		✓	

1. Identify past and present modes of air, land, and water transportation.

Examples: airplane, spacecraft; horse and buggy, subway


- Identifying past and present forms of communication
Examples: past—letter, radio, rotary-dial telephone;
present—e-mail, television, cellular telephone
- Identifying past and present types of apparel
- Identifying past and present types of technology
Examples: past—record players, typewriters, conventional ovens;
present—CD and DVD players, VCRs, computers, microwave ovens
- Identifying past and present types of recreation
Examples: past—marbles, hopscotch, jump rope;
present—video games, computer games
- Identifying primary documents of the past and present
Examples: past—letters, newspapers;
present—e-mail, Internet articles

E	G	H	PS
		✓	

2. Describe how primary sources serve as historical records of families and communities.

Examples: oral histories, vacation pictures in scrapbooks, videos, timelines

E	G	H	PS
	✓	✓	

3. Identify historical events and celebrations in communities and cities throughout Alabama. 

Examples: Mardi Gras, Helen Keller Day, National Shrimp Festival, Boll Weevil Festival


E	G	H	PS
✓			

4. Describe the role of money in everyday life.

Examples: using money to purchase goods such as groceries, using money to pay for services such as babysitting

- Explaining differences between wants and needs
- Explaining concepts of saving and borrowing
- Explaining differences between buyers and sellers

E	G	H	PS
✓	✓		

5. Label human-made and natural resources in Alabama. 

Examples: human-made—plastic, rayon;
natural—cotton, coal, trees

E	G	H	PS
	✓		

6. Identify land masses, bodies of water, and other physical features of Earth on maps and globes.


- Explaining uses of cardinal directions on the compass rose
 - Measuring distances using nonstandard means
- Example: measuring with pencils, strings, hands, or feet

E	G	H	PS
	✓		✓

7. Identify ways to take personal action to protect the environment.


Examples: cleaning up litter, recycling, participating in Earth Day and Arbor Day activities

E	G	H	PS
✓	✓		

8. Identify how occupational and recreational opportunities in Alabama and local communities are affected by the physical environment. 

Examples: occupational—jobs provided by shrimping industry in coastal communities;
recreational—swimming at the beach, hiking in the mountains

E	G	H	PS
	✓	✓	

9. Identify traditions of a variety of cultures in Alabama and local communities. 

Examples: marriage customs, religious celebrations

- Identifying common and unique characteristics of individuals in societal groups, including age, religious beliefs, ethnicity, disability, and gender

E	G	H	PS
			✓

10. Discuss civic responsibilities of participating members of a community and state.

Examples: paying taxes, voting

- Discussing the meaning of patriotism

E	G	H	PS
			✓

11. Identify roles and responsibilities of leaders within the community and state.

Examples: recognizing the mayor as city leader, recognizing the governor as state government leader

- Recognizing how laws protect rights and property
- Identifying reasons for having rules at home and at school

SECOND GRADE

Exploring Our Nation and World: People and Places

Second-grade students are evolving into sensitive, caring, and empathetic individuals who connect in a positive way with their fellow citizens. They enjoy learning about people, places, and communities beyond their immediate environments. They are able to use simple charts, maps, models, and other abstract representations. Second graders also enjoy discussing, discovering how things work, classifying, and reviewing materials; and they appreciate closure. Activities involving these concepts may be incorporated into a classroom environment that includes instructional strategies designed to allow time for individual and group projects.

The curriculum for second grade sets the stage for students to acquire positive, lifelong dispositions toward learning and school. Students are involved in meaningful, active learning that includes hearing relevant literature, working in cooperative groups, and participating in related art activities. Standards require that students expand their prior knowledge of historical events, geography, and the interdependent system of goods and services. Additionally, students broaden their understanding of the ideals of civic involvement and of their rights and responsibilities.

SECOND GRADE

Exploring Our Nation and World: People and Places

Students will:

E	G	H	PS
		✓	

1. Compare features of modern-day living to those of the past.

Examples: past—shopping in general stores, attending frontier schools in one-room buildings;


present—shopping in national chain superstores, attending contemporary schools with multiple classrooms

- Using vocabulary to describe segments of time


Examples: *year, decade, century*

E	G	H	PS
		✓	

2. Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals.

Examples: Abraham Lincoln rising from poverty and achieving position of President of the United States, Heather Whitestone coping with hearing loss and achieving title of Miss America, Nat “King” Cole struggling with segregation and becoming a world-renowned singer, Arthur George (A. G.) Gaston overcoming lack of completion of high school education and becoming exceptional businessman and developer and owner of one of the largest African-American businesses in the United States, Nelson Mandela confronting apartheid and receiving the Nobel Peace Prize 

E	G	H	PS
		✓	

3. Discuss historical and current events within the state and the nation that are recorded in a variety of resources. 

Examples: interviews with grandparents, Martin Luther King, Jr.’s “I Have a Dream” speech, video of Neil Armstrong’s walk on the moon, newspaper reports of current elections, video about Sheyann Webb and her involvement in Selma’s voting rights

E	G	H	PS
		✓	

4. Discuss celebrations in the United States and around the world.

Examples: Children’s Day in Japan, Veterans Day in the United States, Bastille Day in France, Cinco de Mayo in Mexico, New Year celebrations in China

E	G	H	PS
✓			

5. Explain the relationship between the production and distribution processes.

Examples: tracing milk supply from production on the farm to grocery stores and to consumers, tracing the manufacturing of technological components in other countries to consumers in the United States

- Discussing the impact of consumer choices and decisions
Example: cost of buying and caring for a pet
- Making informed decisions about borrowing and saving

E	G	H	PS
✓	✓		

6. Identify human-made and natural resources in the world.

Examples: human-made—paper,
natural—crude oil

E	G	H	PS
	✓		


7. Describe ways people throughout the world are affected by their geographic environments.

Examples: land use, housing, occupations

- Comparing physical features of regions throughout the world
Example: discussing differences in a desert environment, a tropical rainforest, and a polar region
- Identifying positive and negative ways people affect the environment
Examples: positive—restocking fish in lakes, oceans, and rivers; reforesting cleared land;
negative—polluting water; throwing trash on roadways; causing erosion

E	G	H	PS
	✓		

8. Identify continents, oceans, and the equator using technology, maps, and globes.

- Identifying map elements, including title, legend, and scale
- Identifying intermediate directions
- Utilizing key elements on maps and globes to estimate routes
Example: using a map scale to estimate the shortest route from one state to another or from Birmingham, Alabama, to Athens, Greece 

E	G	H	PS
			✓

9. Describe rights and responsibilities of citizens of the United States.

Examples: rights—voting, freedom of speech;
responsibilities—paying taxes

- Explaining the voting process and the use of results
Example: telling how some national and world issues are settled by voting
- Identifying acts of patriotism and symbols of the United States
Examples: acts—reciting the Pledge of Allegiance to the flag, standing during the national anthem;
symbols—Statue of Liberty, Liberty Bell
- Describing responsibilities of state, national, and world leaders

E	G	H	PS
			✓

10. Discuss ways in which people in authority gain the right to direct or control others.

Examples: being an appointed or elected official, being a parent or guardian, being a police officer

- Describing the appropriate use as well as the misuse of power and authority
Examples: use—determining safety rules,
misuse—showing disrespect for personal freedoms

E	G	H	PS
	✓	✓	

11. Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.

- Discussing how and why people from various cultures immigrated to the United States
Examples: how—ships, planes, automobiles;
why—improved quality of life, family connections, agricultural disasters