

# Grade 1 State Goal 14

**State Goal 14: Understand political systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT   | CONNECTIONS   |
|---|---|---|
| <p><b>Critical to Understand and Master at Grade 1:</b><br/>                     1.14.01<br/>                     Describe rules that help children know how to behave at school and at home. (14A)</p> | <p>Draw and label posters illustrating rules that you follow at school and at home.</p>   | <p>Theater: Stage small skits about classroom and school rules. Identify whether participants are following class and school rules.</p>   |
| <p>1.14.02<br/>                     Explain the consequences of breaking rules. (14A)</p>   | <p>Draw and label pictures illustrating the consequences of breaking class and school rules. Then share your pictures with the class.</p> | <p>Science: Discuss why scientists and researchers follow rules and use safety equipment when conducting experiments.</p>   |
| <p>1.14.03<br/>                     Give an example of a fair resolution to a conflict among people. (14A)</p>  | <p>Model a solution for the class that resolves conflicts between students.</p>   | <p>Language Arts: Identify a class or school problem and discuss possible solutions.</p>  |
| <p>1.14.04<br/>                     Name a person who has served as President of the United States. (14B)</p>   | <p>Look at a dollar bill, and tell who is pictured on it. Then draw a picture of this past President.</p>                                 | <p>Math: Look at a penny, a nickel, and a quarter. Name the Presidents that are pictured on these coins. Then fold a piece of paper into thirds, and place coins in the order that the Presidents served.</p> |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS   |
|---|--|---|
| <p>1.14.05<br/>Name a job, duty, or responsibility of our government (e.g., protection of the people, make laws). (14B)</p> | <p>Complete the following sentence: The duty of the government is to (make laws and protect citizens).</p>   | <p>Theater: Act out a scene in which you pretend to be a leader, such as a mayor or the President. In your scene, explain some of the responsibilities of government.</p>   |
| <p>1.14.06<br/>Recognize the need for rules and laws in the home, school, and community. (14C)</p>                          | <p>Choose a school rule, and draw a picture of children following the rule. Then write a sentence about the purpose of that rule.</p>  | <p>Religion: Discuss the Ten Commandments, the Great Commandment, and the law of love. What are some ways you can add these laws to your family’s rules? Write a list of family rules to help everyone live together in peace, love, and unity. Hang the list in your home where everyone can see it.</p> |
| <p>1.14.07<br/>Recognize the need for fairness in rules. (14C)</p>  | <p>Imagine that there was a new rule at school that stated only students with blue eyes would have to do homework. Is this new rule fair? Why or why not? Write a few sentences about why it is important to have fairness in rules and laws using this example.</p> | <p>Physical Education: Choose a favorite playground game, such as tag, hide and seek, or dodge ball. Make up a new rule for this game. Play the game using this new rule. Then write a sentence explaining why your rule is fair.</p>   |

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| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT   | CONNECTIONS  |
|---|---|--|
| <p>1.14.08<br/>Explore how rules establish order, provide security, and protect rights. (14C)</p> | <p>Make a three-column chart with the headings keep order, provide safety, and get along. Think of an example of a rule that belongs in each category and add it to your chart.</p> | <p>Science: Discuss why scientists and researchers follow rules and use safety equipment when conducting experiments.</p>  |
| <p>1.14.09<br/>Consider the consequences of not having or breaking rules or laws. (14C)</p>       | <p>Name a law and the punishment for breaking the law.</p>  | <p>Art: Choose a law, such as wearing a seatbelt, using a crosswalk, or stopping at a stop sign. Create a poster showing why it is important to follow the law and what may happen if you break the law.</p>   |
| <p>1.14.10<br/>Learn respect for the rules by which we live. (14C)</p>                            | <p>Write a few sentences explaining your answer to the following question: <i>What do you think would happen if people did not respect the rules and laws?</i></p>                  | <p>Religion: Fasting is a way to show respect and reverence for Christ in the Eucharist. The Eucharist fast requires you not to eat or drink (except water) for an hour before you receive Holy Communion. Make a reminder poster to hang in the kitchen so that all will remember to keep the fast before Mass.</p> |

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|--|---|---|
| <p>1.14.11<br/>Recognize the importance of honoring our country and its symbols. (14C)</p>                                 | <p>Name one symbol of our country, and explain what it represents.</p>  | <p>Art: Write the words I Love America in the center of a sheet of drawing paper. Decorate a border around the words with drawings and words that show things you love about America.</p>               |
| <p>1.14.12<br/>Explain what the word patriotism means, and give examples of ways citizens show their patriotism. (14C)</p> | <p>Complete the following sentence: (Patriotism) is the love of one's country. Then write a couple of sentences showing how people can show patriotism.</p> | <p>Music: Listen to recordings of patriotic songs, such as "America the Beautiful," "You're a Grand Old Flag," or "Yankee Doodle." Form a patriotic parade and sing and march along with the music.</p> |
| <p>1.14.13<br/>Demonstrate respect for the rights, opinions, ideas, and property of others. (14C)</p>                      | <p>Name one example of a person expressing his or her ideas respectfully. Then name one example of when the expression is disrespectful.</p>                | <p>Art: Draw a picture showing people following the Golden Rule.</p>  |
| <p>1.14.14<br/>Give reasons for being honest and truthful when talking and working with others. (14C)</p>                  | <p>Tell about a time when you were honest and what happened. Then compare that to a time when you were not honest and how you felt.</p>                     | <p>Language Arts: Read Swimmy by Leo Lionni, Knopf, 1991. After reading, discuss how the fish in the story cooperated to survive. Then write a sentence about how you work well with others.</p>        |

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|--|--|---|
| <p>1.14.15<br/>Recognize some of the rights that people have. (14F)</p>  | <p>What is one right that Americans have?</p>  | <p>Theater: Divide into small groups and think of problems in which one person’s rights might conflict with another’s. For example, you have the right to play music in your apartment, and your neighbor has the right to have a quiet place to sleep without being disturbed. After you have chosen the problem, act out a solution that respects both people’s rights.</p> |
| <p>1.14.16<br/>Identify national symbols and landmarks and the people and events associated with them. (14F)</p> | <p>Study a coin or dollar bill and name the national symbols you see on the money.</p>     | <p>Science: Use the Internet or library resources to research what a bald eagle looks like, why it is called bald, where it lives, what it eats, how it raises its young, and whether it is considered an endangered species. Write a paragraph to explain your findings.</p>   |
| <p>1.14.17<br/>Recognize the flag of the United States and what it represents. (14F)</p>                         | <p>Draw a picture of the American flag. Explain why it is has 50 stars and 13 stripes.</p> | <p>Art: Use symbols from the American flag to create art to honor our country. Decorate a picture, paper plate, t-shirt, or shoebox with stars and stripes.</p>   |

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| <p>1.14.18<br/>Recite the Pledge of Allegiance, and explain its significance. (14F)</p>   | <p>Recite the Pledge of Allegiance with your class. Afterward, discuss what the words mean.</p>   | <p>Language Arts: Read the book I Pledge Allegiance by Julie Swanson, Carolrhoda, 1991. Then, in pairs, select a line from the pledge, and talk about what it means.</p>           |
| <p><b>Significant to Develop at Grade 1:</b><br/>1.14.19<br/>Describe an example of your responsibilities as a student and those you have as a family member. (14A)</p> | <p>Make a list of responsibilities you have as a student and as a family member. Then make a chart to compare and contrast three of these responsibilities.</p> | <p>Theater: Divide into small groups and write short scenes that show different responsibilities of students and family members. Then perform your scenes for the class.</p>       |
| <p>1.14.20<br/>Explain who citizens are. (14A)</p>  | <p>Use the dictionary to find the definition of the word citizen. Then explain the definition in your own words.</p>  | <p>Music: Write lyrics to a song that explains the importance of citizens in the United States.</p>  |
| <p>1.14.21<br/>Explain why we have laws for the citizens of our communities. (14A)</p>  | <p>In small groups, make a list of why governments make laws. Include reasons explaining how laws keep citizens safe.</p>                                       | <p>Language Arts: Use the Internet or library resources to research different laws in your community. Choose a law and write a paragraph explaining why that law is important.</p> |

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| <p>1.14.22<br/>List the leadership qualities that make people want to listen and follow a leader's example. (14B)</p>   | <p>Use a Looks Like/Sounds Like format to chart ideas about leadership qualities.</p>   | <p>Language Arts: Think of a leader whom you admire. Write a sentence that explains what leadership qualities have made you look up to that person.</p>   |
| <p>1.14.23<br/>Describe a person who provides positive leadership for others. (14B)</p>   | <p>Make a word web. Write the name of a leader in the center of your web. Then write describing words that tell why he or she is a good leader in the circles surrounding the center.</p> | <p>Language Arts: Make a poster about Dr. Martin Luther King, Jr., Day. Explain how Dr. Martin Luther King, Jr., provided positive leadership for others.</p>   |
| <p>1.14.24<br/>Work together to identify a problem, consider options for solving it, and consider the advantage and disadvantages of each solution. (14C)</p> | <p>Write a few sentences describing a time when you had to work with others to solve a problem.</p>   | <p>Math: Five children want to play basketball, but they cannot make two teams with the same number of players. List two ways they can solve this problem.</p>  |
| <p>1.14.25<br/>Understand the democratic process of voting. (14C)</p>   | <p>Make a list of reasons you would vote for someone in an election.</p>  | <p>Math: Pretend your class is going to visit Washington, D.C. As a class, vote to choose the top three places you would like to visit when you get there. Then vote again to choose the overall class favorite. Take turns counting the votes and double-checking the counts to make sure they are accurate.</p> |

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|--|---|---|
| <p>1.14.26<br/>Describe the qualities of a good leader. (14D)</p>            | <p>Interview family members about what they feel makes a person a good leader. Then create a list of traits that family members describe. Share your list with the class.</p> | <p>Art: Choose a leader and create a poster showing why he or she is or was a good leader. Illustrate your posters, and use character traits, such as responsibility, fairness, or respect, as labels.</p>          |
| <p>1.14.27<br/>Identify community leaders, including the mayor. (14D)</p>    | <p>Make a K-W-L chart to show what you know and want to know about the mayor's job.</p>   | <p>Art: Pretend you are running for mayor of your city. Create a poster to use for your campaign.</p>   |
| <p>1.14.28<br/>Identify state leaders, including the governor. (14D)</p>     | <p>Create a Venn diagram to compare the job of governor with the job of mayor.</p>  | <p>Language Arts: Write a classified advertisement advertising the job of governor of Illinois. In your advertisement, be sure to include the job title, location, duties, and skills needed to be governor.</p>    |
| <p>1.14.29<br/>Identify national leaders, including the President. (14D)</p> | <p>Name the President of the United States.</p>   | <p>Math: Look at a penny, a nickel, and a quarter. Name the Presidents who are pictured on these coins. Fold a piece of paper into thirds, and draw the Presidents in the order in which they served in office.</p> |

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| <p>1.14.30<br/>Identify a country other than the United States to which a person can travel. (14E)</p>   | <p>Look at a world political map, and name a country other than the United States.</p>  | <p>Language Arts: With a partner, pick a country other than the United States, and look through books for information on that place. Make a word web with that country in the middle.</p>  |
| <p><b>Useful to Work on at Grade 1:</b><br/>1.14.31<br/>Describe signs and symbols in the community and at school that represent laws and rules. (14A)</p> | <p>Identify STOP signs. Discuss features of STOP signs, such as shape and color.</p>  | <p>Art: Draw pictures of safety signs that you have seen in your community. Then share your drawings with the class, and explain the importance of each sign.</p>  |
| <p>1.14.32<br/>Recognize the importance of patriotic artifacts and artworks. (14F)</p>   | <p>Compare a historical map of the United States with a current map of the United States. Then answer the following questions:<br/>How has our country changed?<br/>How do historical maps help us understand the past?</p> | <p>Language Arts: Find a photograph or object from your family’s history, and bring it in to share with classmates. Explain why it is important to your family’s history.</p>  |
| <p>1.14.33<br/>Recognize people, places, and events that were significant during the formation of the United States. (14F)</p>                             | <p>Complete the following sentence:<br/>Americans fought a war with England to have (freedom), or the right to make choices.</p>  | <p>Language Arts: Write a newspaper headline that announces the completion of the Declaration of Independence or the United States Constitution. Remember that the headline should be short and capture the reader’s interest.</p> |

# Grade 1 State Goal 15

**State Goal 15: Understand economic systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS  |
|---|--|--|
| <p><b>Critical to Understand and Master at Grade 1:</b><br/>                     1.15.01<br/>                     Distinguish between goods and services. (15A)</p> | <p>Brainstorm a list of local businesses. Then, talk with your classmates about each place, and tell whether the business sells goods or provides a service.</p> | <p>Art: Divide a sheet of poster board into two columns with the headings goods and services. Then, cut out pictures from magazines that show goods and services and sort them into the two categories. Paste each picture under the correct heading on your poster.</p> |
| <p>1.15.02<br/>                     Understand why people work. (15A)</p>   | <p>Create a word web with the word work in the center. Then, fill in different types of work that people do in your community.</p>                               | <p>Music: Sing songs about work, such as “Whistle While You Work” and “I’ve Been Working on the Railroad.” Think about how songs like these express the value of work.</p>   |
| <p>1.15.03<br/>                     Identify the kinds of work that people do in a community. (15A)</p>   | <p>Write sentences describing the type of job you would like to have when you grow up.</p>   | <p>Language Arts: Read the book Community Helpers from A to Z by Bobbie Kalman, Crabtree Publishing Company, 1997. After reading the book, discuss how your community would be different if some of the jobs in the book did not exist.</p>                              |

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| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS  |
|---|--|--|
| <p>1.15.04<br/>Explore different points of view about which goods and services are important to families. (15B)</p> | <p>Write a list of five goods and services that your family buys. Then, discuss why these items are important to you and your family.</p>  | <p>Math: Talk with classmates about items that families need or might want, such as food, clothing, movies, shelter, and games. Assign a price to each item. Then decide on a specific amount of money the class has to spend (the amount should be lower than the total amount for the items chosen). Create a budget with classmates to determine how to allocate the money. Talk about how a budget helps people plan how to spend their money.</p> |
| <p>1.15.05<br/>Identify choices people make when buying goods and services. (15B)</p>                               | <p>Imagine that you have \$5 to spend. You may purchase a movie ticket or a book with the \$5. Share with the class which item you would choose and why you would select the item.</p> | <p>Health: Discuss how labels can help buyers make choices. Read and interpret the labels of food packaging, and discuss how to make wise choices using these labels. For example, you can use labels to rule out foods that are high in fat and sugar and to identify foods that are nutritious and affordable.</p>   |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT   | CONNECTIONS   |
|---|---|---|
| <p>1.15.06<br/>Identify examples of natural resources. (15C)</p>                                  | <p>Name a natural resource found in your state.</p>   | <p>Language Arts: Read the book <i>Apple Picking Time</i> by Michele Benoit Slawson, Crown Publishers, Inc., 1994. After you have finished reading, name some of the natural resources discussed in the book.</p>                                     |
| <p>1.15.07<br/>Identify examples of goods and services produced from natural resources. (15C)</p> | <p>Create a two-column chart with the labels <i>Trees</i> and <i>Water</i>. Under each heading, list things that are made from each natural resource.</p>       | <p>Art: As a class, make a book about Earth's resources. Find and cut out pictures of natural resources from magazines and paste them on separate sheets of construction paper. For each picture, list some of the ways people use that resource.</p> |
| <p>1.15.08<br/>Determine the resources needed to produce a good. (15C)</p>                        | <p>Find a picture of workers building a house. Make a list of resources that the workers are using in the picture. Then compare your list with a partner's.</p> | <p>Home Economics: Look in a cookbook to find a recipe for making a loaf of bread. Write on an index card a list of resources needed to make the bread. Discuss with a partner where you might go to get the resources you need.</p>                  |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT  | CONNECTIONS   |
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| 1.15.09<br>Understand the concept of exchange.<br>(15D)                              | Think about an exchange, or trade, you have made without the use of money. Then complete the following sentence: I have traded _____ for _____.  | Theater: Work with a partner to act out, or role-play, a trade for two items you can find in your classroom.  |
| 1.15.10<br>Understand ways people trade money for goods and services. (15D)          | Think about the different ways your family pays for goods and services. Fold a sheet of drawing paper into four sections. In each square, write one of the following words: cash, coins, checks, and credit cards. Then, draw a picture of each method of payment. | Math: Create a store in the classroom. Using real objects or pictures, set up items for sale. Use play money to “buy” objects. Take turns being buyers and sellers.                     |
| 1.15.11<br>Recognize that government services provide for a community’s needs. (15E) | Write a sentence about one government service that you or your family uses.  | Language Arts: Look through a local phone book and find the government pages. List some of the services you find, such as the police department or the parks and recreation department. |

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|--|---|--|
| <p><b>Significant to Develop at Grade 1:</b><br/>                     1.15.12<br/>                     Discuss the meaning and consequences of scarcity. (15C)</p> | <p>Complete the following sentence:<br/> <i>When something is (scarce), there is not enough of it to meet everyone's wants and needs.</i><br/>                     Use the idea of scarcity to name one thing in your classroom that you must share with your classmates, such as a book everyone enjoys reading. Tell how you share the item fairly. Then talk about the consequences of having only one of something that everyone wants.</p> | <p>Religion: Read the story of loaves and fishes in the bible. Talk about how the Apostles felt about the scarcity of food. Answer the question: How did Jesus take care of the people? Write a poem about how God provides for you.</p> |
| <p>1.15.13<br/>                     Identify examples of markets children experience in their everyday lives. (15D)</p>  | <p>Draw a symbol for the following items on a piece of paper: milk, haircut, book, gasoline, and flowers. Next to each item, write the type of market, or store, where you can purchase each item that was drawn.</p>   | <p>Language Arts: Write a few sentences about a time when you paid for a good or service. Describe what you purchased and why you chose to buy it.</p>   |
| <p>1.15.14<br/>                     Identify examples of government services. (15E)</p>  | <p>Brainstorm some government services that are found in your community. Think of ways that each service helps citizens.</p>  | <p>Theater: Act out, or role-play, a librarian's job. Take turns being the librarian and the patron.</p>   |

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|---|--|--|
| <p>1.15.15<br/>Identify examples of public service workers. (15E)</p>   | <p>Name a job, such as police officer, park ranger, librarian, or city council member that public service workers do. Then explain why these jobs are important.</p> | <p>Art: Draw pictures with captions explaining how public service workers help people in their community.</p>  |
| <p><b>Useful to Work on at Grade 1:</b><br/>1.15.16<br/>Compare and contrast work for pay and volunteer work. (15A)</p> | <p>Create a Venn diagram about work for pay and volunteer work. Then, as a class, discuss how the two types of work are similar and different.</p>                   | <p>Religion: Talk about a way you and your classmates can volunteer in your community. Discuss ways this can help others in your community and make it a better place to live.</p> |

# Grade 1 State Goal 16

**State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT   | CONNECTIONS   |
|--|---|---|
| <p><b>Critical to Understand and Master at Grade 1:</b><br/>           1.16.01<br/>           Correctly apply terms related to time, including <i>past, present, and future</i>. (16A)</p> | <p>Write a few sentences using the words <i>past, present, and future</i>.</p>                    | <p>Theater: Pretend you are a weather reporter for the local news. Write and deliver a weather report for your town for yesterday, today, and tomorrow.</p>   |
| <p>1.16.02<br/>           Compare daily life today and in the past in such areas as home, life, work, clothing, games, and festivals. (16A)</p>  | <p>Name one way that kitchens and cooking have changed over time.</p>                             | <p>Physical Education: Use library resources to find out about games that children played long ago, such as Crack the Whip, hopscotch, Fox and Geese, Kick the Can, and ante-over. Choose one of the games, learn about it, and, if possible, play the game as a class.</p>                             |
| <p>1.16.03<br/>           Identify things that have changed and things that have stayed the same across generations of family members. (16A)</p>   | <p>Write a question you would like to ask your parents or grandparents about their childhood.</p> | <p>Math: Each person in class should bring in copies of an old family photograph with approximate dates on the back. Then sort the photographs from the earliest date to the most recent. Make a time line, and attach the photographs near their dates. Discuss how things have changed over time.</p> |

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|---|---|---|
| <p>1.16.04<br/>Read a calendar to identify the days, weeks, and months in a year. (16A)</p> | <p>Find today's date on a calendar.</p>   | <p>Math: Look at a calendar for this month. Use the calendar to answer the following questions:<br/><i>How many days are in a week?</i><br/><i>How many Wednesdays are in this month?</i><br/><i>What is the last date on the calendar?</i><br/><i>What day of the week is the first day of this month?</i></p> |
| <p>1.16.05<br/>Correctly apply terms related to time and chronology. (16A)</p>              | <p>Put the following words in the correct sequential order: <i>next, last, first.</i></p>   | <p>Religion: Form small groups and have each member of your group choose one part of the Mass. Draw a picture of the part you chose, and then put the pictures in the correct order.</p>  |
| <p>1.16.06<br/>Understand the significance of national holidays. (US) (16B)</p>             | <p>Create a two-column chart with the headings <i>we celebrate</i> and <i>to remember</i>. Fill in the chart, listing the holidays under the first heading and the reason we celebrate them under the second heading. For example, the first entry might be <i>We celebrate Independence Day to remember our country's freedom.</i></p> | <p>Religion: Draw a picture of your family celebrating Christmas. Share your drawing with the class. Tell why it is important that your family celebrates the special day.</p>  |

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| <p>1.16.07<br/>Recognize the achievements of the people associated with national holidays. (US) (16B)</p>                           | <p>Create a word web with the phrase <i>national holidays</i> in the center. Fill in the web with the names of people associated with some of these national holidays. Examples might include Dr. Martin Luther King, Jr., or George Washington.</p>  | <p>Math: Work in small groups to make one page of a yearly calendar. On the month that your group is working on, write any holidays or important days that your class will celebrate. On another sheet of paper, draw a picture to go with your month. Compile all the months in the correct order to make a 12-month class calendar.</p> |
| <p>1.16.08<br/>Recognize people, places, and events that were significant during the formation of the United States. (US) (16B)</p> | <p>Make flashcards to help you and your classmates remember important people, places, and events in our country. First, draw a picture of an important person, place, or event. Then below your picture, write why it is important to remember that person, place, or event. On the back of your flashcard, write the name of the person, place, or event that you illustrated. Challenge your classmates to identify the image on the flashcard using only the picture and the clues you provided.</p> | <p>Art: Research historic places or landmarks in your city or state. Then choose one historical landmark, draw a picture of it, and write a label that tells its name, location, and historical importance. When you are finished, assemble the drawings in a class booklet titled “Historical Landmarks of Our Area.”</p>                |

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|---|--|---|
| <p>1.16.09<br/>Describe a family tradition. (16D)</p>   | <p>Draw a picture of a tradition that you have in your family. Write a sentence about your picture.</p>      | <p>Language Arts: Bring an object from home that has to do with a family tradition. Tell the class about it.</p>  |
| <p><b>Significant to Develop at Grade 1</b><br/>1.16.10<br/>Use primary and secondary sources, such as artifacts, photographs, documents, letters, diaries, maps, and artworks. (16A)</p> | <p>Name a primary source you could use to find out information about the past.</p>                           | <p>Language Arts: Create a Venn diagram comparing life in the past and life today. Use a photograph of a settler in your textbook or a picture book set in the past. Point out ways that life during the time of the photograph is different from life today.</p> |
| <p>1.16.11<br/>Recognize that Native Americans were the first people to live in North America. (US) (16C)</p>   | <p>Name two kinds of food that the first Native Americans grew. Tell why they grew those kinds of crops.</p> | <p>Theater: Imagine that you are a Native American that has goods for trade. Act out making a trade. Say aloud what kinds of goods and services you have and what you want.</p>   |
| <p>1.16.12<br/>Recognize the economic characteristics of places. (US) (16C)</p>   | <p>Name one good or service that is made or performed in or near your community.</p>                         | <p>Language Arts: People often move to a new town or city for their jobs. Write a classified ad for a job someone might do in your community.</p>   |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT   | CONNECTIONS   |
|--|---|---|
| <p>1.16.13<br/>Recognize how people affect places where they live. (US) (16C)</p>  | <p>Think about how your community looks now. Ask a question about what the area was like before people came to your community.</p>  | <p>Art: Divide into small groups and cover a section of the wall with mural paper. First, draw a river—a thin, blue line that runs from the top of the paper to the bottom. Then, sketch a simple fort in the center, next to the river. Have each member of your group add something to the scene to show the settlement changes as more settlers come and stay. You might wish to add buildings, roads, bridges, crops, cattle, or sheep.</p> |
| <p>1.16.14<br/>Understand the ways in which immigrants have helped define American culture. (W) (16D)</p>                    | <p>Name some ways that people share their culture.</p>  | <p>Language Arts: Write a journal entry to record what you think it would be like (or what it actually was like) to move to a new country.</p>  |
| <p>1.16.15<br/>Compare the beliefs, customs, ceremonies, traditions, and social practices of various cultures. (W) (16D)</p> | <p>Find a book in your school or community library that shows a picture of a family from another country. Look for clues about a tradition in that family. Describe the picture and the tradition for the class. Compare it to your own traditions.</p> | <p>Language Arts: Read the book <i>All in a Day</i> by Mitsumasa Anno et al, Philomel, 1988. After reading, compare and contrast your life with the lives of the children in the book.</p>  |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS  |
|---|--|--|
| <p>1.16.16<br/>Discuss changes that occur in a community over time. (US) (16E)</p>  | <p>Write a sentence to answer the following question: <i>Why do you think people build new homes, schools, and stores in communities over time?</i></p>                        | <p>Science: As a class, discuss forces of nature, such as hurricanes and tornadoes, and how they have caused tremendous damage and destruction over the centuries. Then research the forces of nature that have affected your community or region of the country and learn what has been done to help prepare and protect people and their property in the future.</p> |
| <p>1.16.17<br/>Recognize that some things change over time while others stay the same. (US) (16E)</p>   | <p>Look at two photographs of the same community or neighborhood at two different times in history. Then create a Venn diagram to record the similarities and differences.</p> | <p>Art: Divide a sheet of drawing paper in half. On the top, draw a picture of your town or community long ago. On the bottom, draw a picture of your town or community today. After you have finished, discuss what has changed and what has stayed the same.</p>   |
| <p><b>Useful to Work on at Grade 1:</b><br/>1.16.18<br/>Recognize that Neil Armstrong’s patriotism led to his accomplishments as an astronaut. (US) (16B)</p> | <p>Write a few sentences telling how Neil Armstrong showed his patriotism.</p>   | <p>Language Arts: Read <i>One Giant Leap: The Story of Neil Armstrong</i> by Don Brown, Houghton Mifflin, 2001. After reading, discuss how much the world can change during a person’s lifetime.</p>   |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT   | CONNECTIONS  |
|--|---|--|
| <p>1.16.19<br/>Understand the contributions of Rosa Parks to the Civil Rights movement. (US) (16B)</p>                         | <p>Create a cause-and-effect chart to identify causes and effects from the life of Rosa Parks.</p>  | <p>Art: Rosa Parks was given a Congressional Gold Medal in 1999. Think of someone you would like to honor with a medal. Then design a medal illustrating this hero's accomplishments.</p>  |
| <p>1.16.20<br/>Understand the work of scientist and inventor George Washington Carver. (US) (16B)</p>                          | <p>Draw a picture of two things that can be made from peanuts.</p>  | <p>Science: George Washington Carver became interested in plants and nature as a child by learning about his own environment. Research your surroundings to name three plants that are native in your area.</p>  |
| <p>1.16.21<br/>Identify George Washington as a leader for freedom and the first President of the United States. (US) (16B)</p> | <p>Complete the following sentences:<br/><i>George Washington was the first (<u>President</u>). He is also known as the (<u>father</u>) of our country.</i></p> | <p>Math: Use your textbook or other reference materials to answer the following questions:<br/><i>In which year did Washington become a leader in the army? (1775)</i><br/><i>In which year did Washington become President? (1789)</i><br/><i>How many years were between the two events? (14 years).</i></p> |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT  | CONNECTIONS  |
|--|--|--|
| <p>1.16.22<br/>Understand Sacagawea’s part in defining American culture through her role in the Lewis and Clark expedition. (US) (16B)</p> | <p>Name one way Sacagawea helped Lewis and Clark on their expedition.</p>  | <p>Art: Sacagawea was honored with her picture on a United States coin. Using clay or sculpting dough, make a coin to honor someone in your community.</p>   |
| <p>1.16.23<br/>Understand the contributions made by Cesar Chavez in working to get fair treatment for farm workers. (US) (16B)</p>         | <p>Use the Internet or library resources to research Cesar Chavez. Then write a paragraph about how he worked to get fair treatment for farm workers.</p>      | <p>Science: Choose a product grown on a farm, such as a vegetable, fruit, or nut. Use the Internet or library resources to research the plant you selected. Then write a few sentences explaining how this plant grows.</p>  |
| <p>1.16.24<br/>Compare the ways people communicate today with the ways they communicated long ago. (W) (16C)</p>                           | <p>Name one way you can communicate with someone who lives in another country. Then name a way you could have communicated with that person 100 years ago.</p> | <p>Math: Keep a tally of all the telephone calls you and your family members make or receive in one day. Make a tally chart with a row for each family member. At the end of the day, add the tally marks for each person and then for the entire family. Share your results with the class.</p> |
| <p>1.16.25<br/>Give examples of how technology has changed transportation. (W) (16C)</p>   | <p>Answer the following question: <i>What kind of transportation came first—the airplane, the car, or the canoe? (canoe)</i></p>                               | <p>Science: Create a three-column chart to group types of transportation by what makes them move: <i>wind, electricity, gasoline</i></p>   |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT   | CONNECTIONS   |
|--|---|---|
| <p>1.16.26<br/>Recognize the changes in daily life brought by innovations, inventions, and new technologies. (W) (16C)</p> | <p>Draw a picture of a person building a pyramid in ancient Egypt. Then draw a picture of a person building a house today. Identify some of the inventions and new technologies that make this task easier today.</p> | <p>Language Arts: Think about the chores you do at home and the equipment you use to do them. Then interview your parents or grandparents to find out what equipment they used to do the same chores when they were younger. Write a paragraph about your findings.</p> |
| <p>1.16.27<br/>Tell how people lived in a place far away and long ago. (US) (16E)</p>                                      | <p>Draw a picture showing people living in ancient Egypt long ago.</p>  | <p>Language Arts: Write a short story that tells how people lived long ago in a faraway place.</p>  |

# Grade 1 State Goal 17

**State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT  | CONNECTIONS   |
|--|--|---|
| <p><b>Critical to Understand and Master at Grade 1</b><br/>                     1.17.01<br/>                     Locate on the globe the seven continents and four oceans. (17A)</p> | <p>Using a list of the seven continents and four oceans, locate each one on a globe.</p>   | <p>Music: Sing a rhythmic chant in which you echo the names of the continents and the oceans as you locate them on a globe. For example, clap with the syllables as you ask, “<i>Where, oh where, is the great Pacific Ocean?</i>” (<u><i>There, oh there, is the great Pacific Ocean.</i></u>)</p> |
| <p>1.17.02<br/>                     Locate places on a map using the four cardinal directions. (17A)</p>   | <p>Take turns giving directions to various locations in the classroom, such as the teacher’s desk, a cubby, or a bookshelf, using the cardinal directions.</p> | <p>Physical Education: Play games such as “Simon Says” and “Mother, May I?” that use cardinal directions for commands.</p>  |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT   | CONNECTIONS   |
|--|---|---|
| <p>1.17.03<br/>Identify and describe different weather characteristics of places. (17B)</p>  | <p>Create a word web with the name of your community in the center. Fill in the surrounding bubbles with words that describe the weather in your community during each of the four seasons.</p>                         | <p>Science: Use the Internet or library resources to research today's temperature range of the major cities in Illinois. Draw two pictures of blank thermometers, with readings ranging from 0°F to 100°F. Then color in the first thermometer to record your city's high temperature for the day. Use the second thermometer to record the high temperature for another city in Illinois. Write today's date at the top of the page, and label each thermometer with the name of the city. Then discuss the differences in weather between cities in Illinois.</p> |
| <p>1.17.04<br/>Describe how weather affects the way people live, including the effects on their clothing and recreation. (17B)</p> | <p>Make a four-column chart labeled <i>spring, summer, fall, and winter</i>. In each column, list recreational activities in which people might participate during each season. Describe what they might wear, too.</p> | <p>Language Arts: <i>What would you pack if you were going to Florida in the summer? What would you pack if you were going to Colorado in the winter?</i> Make two lists. One list should list everything you would take to Florida in summer. The other should list everything you would take to Colorado in winter.</p>   |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT   | CONNECTIONS  |
|--|---|--|
| <p>1.17.05<br/>Tell about the changes that take place in the environment during each season. (17B)</p> | <p>Draw four pictures of a tree during different seasons of the year. Show changes in shape and color of the tree during each season. Label each drawing with the season names, and place them in correct sequences starting with January through December.</p> | <p>Science: Use the Internet or library resources to research the ways that animals adapt to different weather.</p>  |
| <p>1.17.06<br/>Describe the human characteristics of places and regions. (17C)</p>                     | <p>Describe the buildings in your community where people work and live.</p>   | <p>Math: Find the population of your town or city. Then find the population of Seattle, Washington, and Dayton, Ohio. Compare the populations of the three places, and put them in order from largest to smallest.</p> |
| <p>1.17.07<br/>Discuss how where people live affects their shelter and transportation. (17C)</p>       | <p>Create a two-column chart with the labels <i>shelter</i> and <i>transportation</i>. Fill in the chart with at least three things that belong in each category. Then figure out where you can find the types of shelter and transportation you listed.</p>    | <p>Language Arts: Read <i>House and Homes</i> by Ann Morris, William Morrow &amp; Co., 1995. After reading, compare and contrast the different homes in the book with the kinds of shelter in your community.</p>      |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT   | CONNECTIONS   |
|--|---|---|
| <p>1.17.08<br/>Compare and contrast rural and urban areas. (17C)</p>   | <p>Copy the following words onto a sheet of paper: <i>city, suburb, town, and farm</i>. Next to each term, write a few words to describe each place.</p>  | <p>Language Arts: Read <i>Moo in the Morning</i> by Barbara Maitland, Farrar, Straus &amp; Giroux, 2000. After reading, discuss some of the differences between living in the country and living in the city.</p>   |
| <p><b>Significant to Develop at Grade 1</b><br/>1.17.09<br/>Explain the differences between maps and globes. (17A)</p> | <p>Locate Illinois on a United States map. Then locate Illinois on a globe. Write a sentence describing the difference between the map and the globe.</p> | <p>Science: Remember that some places are warm year-round because they are close to the equator. Find Quito, Ecuador, and Chicago, Illinois, on a map and a globe. Do the same with the equator and the North Pole. Compare the distances from both Quito and Chicago to the equator and to the North Pole. Then answer the following question: <i>Why do you think that Chicago is cold in the winter?</i></p> |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT   | CONNECTIONS   |
|---|---|---|
| <p>1.17.10<br/>Describe how people adapt to and modify their environment to meet their needs. (17C)</p> | <p>Name one way that people change the land.</p>  | <p>Art: Find a magazine picture of an unpopulated area, such as a forest, island, or meadow. Imagine that you can develop the land in any way you choose (e.g., a town, a farm, a city, a resort). You might also choose to leave some of the land undeveloped. Make an outline of the changes you plan to make. Draw pictures to show how the development will look.</p> |
| <p>1.17.11<br/>Explain the need for conservation and recycling. (17C)</p>                               | <p>What are some things you can do to help conserve and protect the resources in your community? Write a few sentences about why it is important to conserve and protect the resources in your community.</p> | <p>Science: Bury some trash, such as a meat tray, paper bag, plastic lid, or aluminum can, in a dirt-filled terrarium and observe what happens over the next month or two. You can also add fruit and vegetable peels. Place the terrarium near a sunny window and make sure the soil is moist. Record and discuss your observations.</p>                                 |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT  | CONNECTIONS  |
|--|--|--|
| <p><b>Useful to Work on at Grade 1</b><br/>                     1.17.12<br/>                     Identify landforms and bodies of water. (17A)</p> | <p>List the kinds of land and water that are near your community.</p>  | <p>Physical Education: Lay a world map on the floor and take turns throwing a beanbag onto it. Players receive one point for landing in the ocean, two points for landing on a continent, and three points for landing on an island. Continue playing until one player reaches ten points. After the game, describe the locations on which you landed.</p> |
| <p>1.17.13<br/>                     Recognize the globe as a model of Earth. (17A)</p>   | <p>Find the equator on a globe. Which three continents do the equator cross? (<i>South America, Africa, and Asia</i>).</p> | <p>Language Arts: Write the alphabet down on one side of a sheet of paper. Then use a globe to try to find a place that begins with each letter of the alphabet. When you are finished, compare your list with a classmate's.</p>  |
| <p>1.17.14<br/>                     On a map, locate your community, state, and country. (17A)</p>   | <p>Using a large classroom map, identify your community, Illinois, and the United States.</p>                              | <p>Art: Create a drawing of Illinois. Use a variety of types of lines and shapes in your drawings. Then label bodies of water, your town, and Illinois.</p>  |
| <p>1.17.15<br/>                     Recognize land and water on a map. (17A)</p>   | <p>Name ways to show land and water on a map.</p>  | <p>Art: Draw a map of an imaginary country. Include a map key that uses colors and symbols to represent land and water.</p>  |

# Grade 1 State Goal 18

**State Goal 18: Understand social systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS  |
|---|--|--|
| <p><b>Critical to Understand and Master at Grade 1:</b><br/>                     1.18.01<br/>                     Tell about the roles of family members. (18B)</p> | <p>Tell who in your family is in charge of making rules. Then tell who in the family must follow the rules. Discuss how the roles of family members are the same and how they are different.</p> | <p>Religion: As a family, make a list of ways to respect one another. Post it on the refrigerator. At the end of the week, talk about ways you did or did not respect and love one another.</p>                |
| <p>1.18.02<br/>                     Identify the roles and responsibilities of leaders at home, at school, and in the community. (18B)</p>                          | <p>Name one leader at home, one at school, and one in your community. Then identify each leader's roles and responsibilities.</p>  | <p>Art: Choose a leader from your home, school, or community. Draw a picture of the person. Then, add pictures and words to tell about the leader, the job they do, and the people they lead.</p>              |
| <p>1.18.03<br/>                     Practice appropriate skills for working together in a cooperative group. (18B)</p>  | <p>Make a list of rules you might use while working in a group. Try to think of rules that are fair and that encourage people to be respectful of each other.</p>                                | <p>Science: Read the book Ant Cities by Arthur Dorros, HarperTrophy, 1988. After reading, discuss how the ants all seem to have jobs and how they work together. Compare this to your family or classroom.</p> |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT   | CONNECTIONS   |
|---|---|---|
| <p>1.18.04<br/>Describe roles that individuals play in the groups they belong to. (18B)</p> | <p>Write sentences about your roles in your family, school, and community.</p>  | <p>Language Arts: Look at pictures of people in various group settings in a school or a neighborhood. Choose one of the pictures and imagine who the people are in the group and what their roles are. Then, write a story using your ideas. Be sure to include examples that show how the people in the group depend on one another.</p> |
| <p>1.18.05<br/>Identify the different groups to which you belong. (18B)</p>                 | <p>Write a list of groups that you belong to, including your family, school, clubs, sports teams, city, state, and the United States.</p> | <p>Health: Copy the following words onto a sheet of paper: grain group, fruit group, vegetable group, meat group, milk group, fats and sweets. Then name your favorite foods in each category. Discuss your answers with the class. As a group, talk about the number of servings you should have from each group every day.</p>          |
| <p>1.18.06<br/>Understand that families around the world have the same needs. (18C)</p>     | <p>Complete the following sentence: Food, clothing, and shelter are all (needs).</p>  | <p>Art: Make an outline on drawing paper of a house or an apartment building. Divide the building into three parts, and label them food, clothing, and shelter. Think about ways family members help one another fulfill each need. Then draw pictures to illustrate these ways.</p>  |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 1**

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS   |
|---|--|---|
| <p>1.18.07<br/>Recognize that families around the world meet their needs in different ways. (18C)</p>   | <p>Write a sentence to describe the ways your family meets its need for shelter.</p>   | <p>Music: Sing the song below to the tune of “The Farmer in the Dell.” Supply the name of a need for the blanks.<br/>People all have needs.<br/>People all have needs.<br/>No matter where they live,<br/>People all have needs.</p> <p>People need a _____.<br/>People need a _____.<br/>No matter where they live,<br/>People need a _____.</p> |
| <p><b>Significant to Develop at Grade 1:</b><br/>1.18.08<br/>Recognize the elements of culture, including language, dress, food, and stories. (18A)</p> | <p>Make a word web. Write the word culture in the center of your web. Then write describing words that tell the different things that are a part of a culture.</p> | <p>Art: Look through magazines and newspapers to find examples of cultures found in the United States. Then cut out the pictures and mount them on construction paper. Punch holes in each sheet of construction paper. Then, tie pieces of string around a coat hanger and each image to create an American Culture Mobile.</p>                  |
| <p>1.18.09<br/>Compare varied cultures, drawing from folklore. (18A)</p>  | <p>Make a list of the different cultures of students in your class.</p>  | <p>Language Arts: Research a folktale from a culture other than your own. Then share your findings with the class.</p>  |

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 1**

| LEARNING STANDARD/OUTCOME  | SAMPLE ASSESSMENT  | CONNECTIONS  |
|--|--|--|
| <p>1.18.10<br/>Understand that folktales teach about the culture from which they originate. (18A)</p>  | <p>Complete the following sentences: My favorite folktale is _____. I like the part of the story when _____.</p> | <p>Theater: Practice and perform simple reenactments of your own story. For example, have one volunteer tell the story as others act out what people in the story do and repeat what they say.</p> |
| <p>1.18.11<br/>Understand the ways in which Native Americans have helped define American culture. (18A)</p>  | <p>Name one way Native Americans have affected our culture.</p>  | <p>Language Arts: Many of the states in our country have names with origins in a Native American culture. Choose a state, and research the origins of its name.</p>                                |
| <p><b>Useful to Work on at Grade 1:</b><br/>1.18.12<br/>Explore different points of view about the importance of diversity in a community. (18B)</p> | <p>Name one benefit of living in a diverse community.</p>  | <p>Language Arts: Think about foods that you eat from other cultures. Then create a list of foods and food-related terms that come up in everyday conversation.</p>                                |