

A Blueprint for Learning

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

SOCIAL STUDIES **First Grade**

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The Student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category	
I/D		Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing.
D		Recognize people learn customs from their culture.
D		Explain the culture of the family and community.
I		Recognize people use diverse languages to communicate with one another.
I		Define multiculturalism.
I		Explain the culture of a place.
D		Describe the importance of diverse beliefs, customs, and traditions of families.
I		Understand individual differences in languages, beliefs, and customs that may be unique to one's culture.
I		Retell stories from diversely selected folktales, myths, and legends.

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I		Recognize that workers who provide services earn money to meet needs and wants.
I		Recognize that people advertise goods and services through different forms of communication.
I		Identify how people exchange goods and services.
D		Describe the requirements of various jobs and the characteristics of a job well performed.
I		Describe how specialized jobs contribute to the production of goods and services.
D		Recognize that goods and services are exchanged worldwide.
I		Give examples of industries and the resources needed to operate industries.
D		Identify examples of goods and services in the home, school, and community.
D		Distinguish the difference between goods and services.
I		Differentiate between consumers and producers.

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

I		Recognize that maps and globes are representations or models of specific places.
D		Locate their home, neighborhood, and school on a visual representation.
I		Use map symbols and legends to identify locations and directions.
I		Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions.
I		Define what cardinal directions are.

KEY

I = Introduced D = Developing M = Mastered A = State Assessed

REPORTING CATEGORY

E =Economics G = Geography WH1 = World History Period 1 WH2 = World History 2 GC = Governance and Civics

**Note: "A" Indicates the state curriculum (CRT) assessment only.
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**

I		Locate places using cardinal directions on maps and globes.
I		Locate cities, states, countries, continents, and major bodies of water on maps and globes.
D		Describe the concept of human features as in cities, buildings, farms, roads, and railroads.
D		Locate and name the places in school and the neighborhood.
I		Identify the geographic location of the United States and Tennessee on a globe and a map.
D		Estimate distances such as from home to school.
D		Explain how land is used for different tasks in the local area.
D		Define natural resources and explain how people are dependent on them.
D		Compare and contrast natural and artificial features of the earth.
I		Describe what weather is.

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

I		Recognize the United States Constitution as the basis for the laws in our country.
D		Categorize rules and laws we follow as members of a family, school, and community.
I		Explain the purpose of government and give examples of laws that establish order, provide security, and control conflict.
D		Understand that community governments employ various service workers.
I		Identify leaders in the community, state, and nation.
I		Describe the relationship between local, state, and national government.
I		Define citizenship and responsibility.
D		Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.
D		Categorize responsibilities that citizens have to their community, state, and country.
M		Design a set of rules or laws for a home, classroom, or community.
M		Recognize family and school rules as compared with those from another culture.
D		Recite and explain the meaning of the Pledge of Allegiance.
I		Understand that voting is a way of making choices and decisions.
D		Explain how selected customs, symbols, and celebrations reflect an American love of individualism and inventiveness.
I		Explain selected national and state patriotic symbols such as the United States and Tennessee flags.

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

I		Recognize some early forms of communication and how communication has changed over time.
I		Recognize that other countries have a longer history than the United States.
I		Identify contributions of diverse historical figures that have influenced the community, state, and nation.
D		Distinguish between the past, present, and future.
I		Recognize major events in American history.

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INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

I		Work independently and cooperatively to accomplish goals.
I		Recognize individuals have responsibilities to the group whether as a leader or as a member.
D		Recognize the importance of individuals and families as part of neighborhoods.
M		Describe the unique features of one's nuclear and extended families.
I		Give examples of the tension between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.
D		Recognize that cooperation is necessary in working with a group to complete a task.

SOCIAL STUDIES PROCESS SKILLS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

D		Use picture clues and picture captions to aid comprehension to acquire information.
I		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
I		Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.
I		Incorporate the use of technological resources for historical awareness.

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