

# Social Studies- Grade 1

| Idaho Department of Education Content Standards   | Objective  | Sub Objectives  | Task Analysis  | Essential Vocabulary   | Assessments  | Resources  |
|---|--|---|--|--|--|--|
| Cognitive level codes:<br>• B: Memorize<br>• C: Perform procedures<br>• D: Demonstrate understanding<br>• E: Conjecture, generalize, prove<br>• F: Solve non-routine problems, make connections | Bloom's Equivalent<br>• B = Knowledge<br>• C = Comprehension<br>• D = Comprehension<br>• E = Application and Analysis<br>• F = Synthesis |   |  |  |  |  |
| <b>Standard 1: History</b>  |  |   |  |  |  |  |
| Goal 1.1: Build an understanding of the cultural and social development of the United States.   | 1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01a)                 |   | <ul style="list-style-type: none"> <li>Define individual, family, friends, schools, and neighborhoods.</li> <li>Explain the difference between individuals and groups.</li> <li>Recognize roles and relationships of individuals within each group.</li> </ul>   | individual • family • friend • school • neighborhood • belong, relationships • group • roles | <ul style="list-style-type: none"> <li>Given a picture, a student will be able to distinguish between an individual and a group.</li> <li>When asked the student will be able to verbally explain the difference between an individual and a group.</li> <li>When asked the student will be able to verbally explain they can be an individual and belong to a group.</li> </ul> | <a href="http://www.eduplace.com/activity/all.html">http://www.eduplace.com/activity/all.html</a>  |
|   | 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past. (386.01b)                         |   | <ul style="list-style-type: none"> <li>Discuss how American families live today.</li> <li>Discuss how American families lived in the past.</li> <li>Compare differences such as living conditions, food, education, transportation, and clothing between past and present of American families.</li> </ul> | compare • transportation   | <ul style="list-style-type: none"> <li>Given a set of pictures, a student will be able to use a graphic organizer to separate the pictures according to America past and America present.</li> </ul>   | <a href="http://www.eduplace.com/activity/howto.html">http://www.eduplace.com/activity/howto.html</a>  |
|   | 1.SS.1.1.3 Use timelines to show personal and family history. (382.01d)  |   | <ul style="list-style-type: none"> <li>Use a simple timeline to show events such as birth, walking, talking, kindergarten, and any other significant milestones.</li> </ul>  | timeline • event • milestone • personal history • family history                             | <ul style="list-style-type: none"> <li>Using a simple timeline, a student will be able to show personal or family milestones in verbal, written, or pictorial form.</li> </ul>   | <a href="http://www.eduplace.com/activity/celtime.html">http://www.eduplace.com/activity/celtime.html</a>  |
|   | 1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past. (388.01f)               | <ul style="list-style-type: none"> <li>Identify a historical figure such as George Washington, Johnny Appleseed, Chief Joseph, or Martin Luther King to teach personal history, using pictures and music as appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Discuss the personal histories of historical figures as appropriate.</li> <li>Compare personal histories of historical figures that were discussed.</li> </ul>  | historical figure • personal history   | <ul style="list-style-type: none"> <li>The student will be able to identify differences and similarities between self and historical figures using verbal, written, or pictorial forms.</li> </ul>   | <a href="http://www.enchantedlearning.com/history/us/MLK/">http://www.enchantedlearning.com/history/us/MLK/</a><br><a href="http://www.enchantedlearning.com/history/us/pres/washington/">http://www.enchantedlearning.com/history/us/pres/washington/</a> |
| Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.  | No objectives at this grade level.   |   |  |  |  |  |
| Goal 1.3: Identify the role of American Indians in the development of the United States.  | No objectives at this grade level.   |   |  |  |  |  |
| Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.                                     | No objectives at this grade level.   |   |  |  |  |  |
| Goal 1.5: Trace the role of exploration and expansion in the development of the United States.  | No objectives at this grade level.   |   |  |  |  |  |
| Goal 1.6: Explain the rise of human civilization.   | No objectives at this grade level.   |   |  |  |  |  |
| Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.  | No objectives at this grade level.   |   |  |  |  |  |

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| Goal 1.8: Build an understanding of the cultural and social development of human civilization.  | No objectives at this grade level.  |                |   |   |   |   |
| Goal 1.9: Identify the role of religion in the development of human civilization.   | No objectives at this grade level.  |                |   |   |   |   |
| <b>Standard 2: Geography</b>  |   |                |   |   |   |   |
| Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.                                    | 1.SS.2.1.1 Explain what maps and globes represent and how they are used. (394.01a)                      |                | <ul style="list-style-type: none"> <li>• Discuss the purpose of globes.</li> <li>• Discuss the purpose of maps.</li> <li>• Explain the uses of globes.</li> <li>• Explain the uses of maps.</li> </ul>  | map • globe • world • Earth • continent • landforms | <ul style="list-style-type: none"> <li>• When asked, the students will be able to explain the purpose and use of a globe.</li> <li>• When asked, the students will be able to explain the purpose and use of a map.</li> </ul>                            |   |
|   | 1.SS.2.1.2 Use directions on a map: East, West, South, and North. (394.01b)                             |                | <ul style="list-style-type: none"> <li>• Discuss directions of a map.</li> <li>• Use the directions on a map to show East, West, South, and North.</li> </ul>   | direction • map • East • West • South • North       | <ul style="list-style-type: none"> <li>• When given a map, the student will be able to identify the directions East, West, South, and North.</li> </ul>   |   |
|   | 1.SS.2.1.3 Identify legends and keys on maps. (394.01c)   |                | <ul style="list-style-type: none"> <li>• Identify the legend and map keys on a map.</li> </ul>  | map • legend • key                                  | <ul style="list-style-type: none"> <li>• When given a map, the student will be able to identify the key and legend.</li> </ul>  |   |
|   | 1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map. (394.01d)                 |                | <ul style="list-style-type: none"> <li>• Identify continents on a globe.</li> <li>• Identify large bodies of water on a globe.</li> <li>• Identify continents on a map.</li> <li>• Identify large bodies of water on a map.</li> </ul>  | map • globe • continent • ocean                     | <ul style="list-style-type: none"> <li>• When shown a globe the student will be able to identify continents and large bodies of water.</li> <li>• When given a map, the student will be able to identify continents and large bodies of water.</li> </ul> | <a href="http://bensguide.gpo.gov/k-2/nation/index.html">http://bensguide.gpo.gov/k-2/nation/index.html</a> |
|   | 1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives. (394.01e) |                | <ul style="list-style-type: none"> <li>• Name the continent, country, state, and community in which student lives.</li> <li>• Using a map, locate the continent, country, state, and community in which students lives.</li> </ul>  | map • continent • country • state • community       | <ul style="list-style-type: none"> <li>• Using a map, a student will locate and name the continent, country, state, and community in which the student lives.</li> </ul>  |   |
| Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions. | 1.SS.2.2.1 Describe ways people adjust to their environment. (394.02a)                                  |                | <ul style="list-style-type: none"> <li>• List different types of environments.</li> <li>• Describe ways people adjust to their environment such as clothing and shelter to accommodate for various environments. Environments may include physical and/or social aspects such as home/church or winter/summer.</li> </ul> | environment • shelters                              | <ul style="list-style-type: none"> <li>• Given various pictures of environments and people, the students will be able to match the appropriate person with the correct environment.</li> </ul>  |   |
|   | 1.SS.2.2.2 Identify the ways people modify their environment.   |                | <ul style="list-style-type: none"> <li>• Discuss different types of environments.</li> <li>• Recognize the need for change.</li> <li>• Identify the ways people modify their environment such as to build homes, roads, dams, bridges, and adding landscape.</li> </ul>   | environment • modify/change                         | <ul style="list-style-type: none"> <li>• Given a picture of an undeveloped area, the student will be able to identify things that would need to be modified to make it useful for living conditions or activities.</li> </ul>                             |   |
| Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.   | No objectives at this grade level.  |                |   |   |   |   |
| Goal 2.4: Analyze the human and physical characteristics of different places and regions.   | No objectives at this grade level.  |                |   |   |   |   |
| Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.        | No objectives at this grade level.  |                |   |   |   |   |

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| <b>Standard 3: Economics</b>   |  |                |   |  |   |   |
| Goal 3.1: Explain basic economic concepts.   | 1.SS.3.1.1 Identify the basic needs of people such as food, clothing, and shelter. (392.01a)                               |                | <ul style="list-style-type: none"> <li>Identify the basic needs of people such as food, clothing, and shelter.</li> </ul>   | basic • need • shelter   | <ul style="list-style-type: none"> <li>Draw or list a person's basic needs.</li> </ul>  | <a href="http://www.pppst.com/economics.html">http://www.pppst.com/economics.html</a>   |
|  | 1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. (392.01b) |                | <ul style="list-style-type: none"> <li>Define the basic needs of people.</li> <li>Define sharing, trading, use of money, goods, and services. Some examples may include sharing playground equipment, trading game cards, or buying candy.</li> <li>Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.</li> </ul>                                    | basic needs • trading/bartering • sharing • goods • services • money | <ul style="list-style-type: none"> <li>Given a set of simple definitions, a student will match the appropriate term with the correct definition to identify sharing, trading, and using money.</li> </ul> | <a href="http://www.pppst.com/economics.html">http://www.pppst.com/economics.html</a>   |
|  | 1.SS.3.1.3 Name things that people may want but do not need and explain the difference. (392.01c)                          |                | <ul style="list-style-type: none"> <li>Define the basic needs of people.</li> <li>Define wants of people.</li> <li>Name things that people want but do not need.</li> <li>Explain difference between a want and a need.</li> </ul>  | basic needs • wants  | <ul style="list-style-type: none"> <li>Recognize an object as a want or a need.</li> </ul>  | <a href="http://www.pppst.com/economics.html">http://www.pppst.com/economics.html</a>   |
|  | 1.SS.3.1.4 Identify ways to save money for future needs and wants. (392.01d)   |                | <ul style="list-style-type: none"> <li>Recognize the need and value of money.</li> <li>Discuss future needs and wants.</li> <li>Discuss ways to save money.</li> <li>Identify ways to save money for future needs and wants.</li> </ul>   | future • money • value • needs • wants                               | <ul style="list-style-type: none"> <li>Verbal, written, or pictorially a student will be able to identify ways to save money.</li> </ul>  |   |
| Goal 3.2: Identify different influences on economic systems.   | No objectives at this grade level.   |                |   |  |   |   |
| Goal 3.3: Analyze the different types of economic institutions.  | No objectives at this grade level.   |                |   |  |   |   |
| Goal 3.4: Explain the concepts of good personal finance.   | No objectives at this grade level.   |                |   |  |   |   |
| <b>Standard 4: Civics and Government</b>   |  |                |   |  |   |   |
| Goal 4.1: Build an understanding of the foundational principles of the American political system.        | 1.SS.4.1.1 Explain why rules are necessary at home and school. (389.01c)   |                | <ul style="list-style-type: none"> <li>Define a rule.</li> <li>Discuss the need for rules.</li> <li>Explain why rules are necessary at home and school.</li> </ul>  | rules • necessary  | <ul style="list-style-type: none"> <li>Explain why rules are necessary.</li> </ul>  |   |
|  | 1.SS.4.1.2 Explain why rules must be applied fairly. (391.01b)   |                | <ul style="list-style-type: none"> <li>Define a rule.</li> <li>Discuss the need for rules.</li> <li>Discuss consequences of rules.</li> <li>Discuss fairness.</li> <li>Explain why rules must be applied fairly.</li> </ul>   | rules • consequences • fairness                                      | <ul style="list-style-type: none"> <li>Give an example of rules being applied fairly.</li> </ul>  |   |
|  | 1.SS.4.1.3 Discuss how groups make decisions and solve problems, such as voting and consensus. (389.01b, 391.01d)          |                | <ul style="list-style-type: none"> <li>Define a problem.</li> <li>Discuss problem solving strategies.</li> <li>Discuss how groups make decisions and solve problems.</li> </ul>   | problem • strategy • decision  | <ul style="list-style-type: none"> <li>Given a problem, a student will participate in problem solving strategies to create a group solution.</li> </ul>   |   |
| Goal 4.2: Build an understanding of the organization and formation of the American system of government. | 1.SS.4.2.1 Identify the significance of symbols in the United States. (389.01a)  |                | <ul style="list-style-type: none"> <li>Define the meaning of symbols.</li> <li>Discuss the importance of using symbols.</li> <li>Identify some symbols of the United States such as flag, eagle, white house, statue of liberty, or liberty bell.</li> <li>Discuss why these symbols are important to the United States.</li> <li>Identify the significance of symbols in the United States.</li> </ul> | symbols • significance • United States • country                     | <ul style="list-style-type: none"> <li>Shown a symbol, a student will be able to identify the significance of the symbol to the United States.</li> </ul>   | <a href="http://bensguide.gpo.gov/k-2/symbols/index.html">http://bensguide.gpo.gov/k-2/symbols/index.html</a><br><a href="http://bensguide.gpo.gov/k-2/games/matching.html">http://bensguide.gpo.gov/k-2/games/matching.html</a><br><a href="http://americanhistory.mrdonn.org/Symbols.html">http://americanhistory.mrdonn.org/Symbols.html</a> |
|  | 1.SS.4.2.2 Recite the Pledge of Allegiance.  |                | <ul style="list-style-type: none"> <li>Recite the Pledge of Allegiance.</li> </ul>  | pledge • allegiance  | <ul style="list-style-type: none"> <li>Student will participate in saying the pledge of allegiance.</li> </ul>  | <a href="http://bensguide.gpo.gov/k-2/symbols/pledgeallegiance.html">http://bensguide.gpo.gov/k-2/symbols/pledgeallegiance.html</a>   |

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|  | 1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States. (371.01a, 372.01b) |                | <ul style="list-style-type: none"> <li>List commemorated holidays or events in the United States.</li> <li>Discuss why they are celebrated.</li> <li>Discuss how holidays and events are celebrated.</li> <li>Describe holidays and events and tell why they are commemorated in the United States.</li> </ul> | commemorated • holiday • celebrate • United States           | <ul style="list-style-type: none"> <li>Given a simple list of holidays, the students will be able to identify ways they are commemorated.</li> </ul>                              | <a href="http://www.eduplace.com/activity/celtime.html">http://www.eduplace.com/activity/celtime.html</a><br><a href="http://www.mrdonn.org/holidays.html">http://www.mrdonn.org/holidays.html</a> |
| Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities. | 1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.                                  |                | <ul style="list-style-type: none"> <li>List people who help you.</li> <li>Discuss how people help you.</li> <li>Identify individuals who are helpful to people in their everyday lives.</li> </ul>   | individual • helpful • everyday                              | <ul style="list-style-type: none"> <li>Student will be able to identify individuals who are helpful to people in everyday lives in verbal, written, or pictorial form.</li> </ul> | <a href="http://bensguide.gpo.gov/k-2/neighborhood/index.html">http://bensguide.gpo.gov/k-2/neighborhood/index.html</a>  |
|  | 1.SS.4.3.2 Name some responsibilities that students have at home and school. (391.01c)                              |                | <ul style="list-style-type: none"> <li>Define responsibility.</li> <li>List responsibilities at home.</li> <li>List responsibilities at school.</li> <li>Name some responsibilities that students have at home and school.</li> </ul>  | responsibility   | <ul style="list-style-type: none"> <li>Students will be able to list responsibilities of home and school.</li> </ul>  |  |
| Goal 4.4: Build an understanding of the evolution of democracy.  | No objectives at this grade level.  |                |  |  |   |  |
| Goal 4.5: Build an understanding of comparative government.  | No objectives at this grade level.  |                |  |  |   |  |
| <b>Standard 5: Global Perspectives</b>   |   |                |  |  |   |  |
| Goal 5.1: Build an understanding of multiple perspectives and global interdependence.                          | 1.SS.5.1.1 Compare family life in other parts of the world. (388.01e)   |                | <ul style="list-style-type: none"> <li>Discuss family life in the United States such as members and roles.</li> <li>Discuss family life in other parts of the world such as members and roles.</li> <li>Compare family life in other parts of the world.</li> </ul>  | family • world • compare • difference • alike                | <ul style="list-style-type: none"> <li>When asked, a student will be able to compare their family life with family life in other parts of the world.</li> </ul>                   | <a href="http://www.eduplace.com/activity/all.html">http://www.eduplace.com/activity/all.html</a>  |
|  | 1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world. (388.01e)             |                | <ul style="list-style-type: none"> <li>Discuss family structure in the United States.</li> <li>Discuss family structure in other cultures.</li> <li>Discuss family routine in the United States.</li> <li>Discuss family routine in other cultures.</li> </ul>   | family structure • routine • culture • United States • world | <ul style="list-style-type: none"> <li>When asked, a student will be able to discuss family structure and routine in the United States and other cultures.</li> </ul>             |  |