

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Social Studies**  
**Grade 1**

**Standard 1: History**

Students in Grade 1 build an understanding of the cultural and social development of the United States.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of first grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>	<ul style="list-style-type: none"> <li>• 1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01a)</li> <li>• 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past. (386.01b)</li> <li>• 1.SS.1.1.3 Use timelines to show personal and family history. (382.01d)</li> <li>• 1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America’s past. (388.01f)</li> </ul>	<ul style="list-style-type: none"> <li>• Make a family mobile</li> <li>• Create a community collage</li> <li>• Read:               <ul style="list-style-type: none"> <li>• Samuel Eaton</li> <li>• Sarah Morton’s Day</li> <li>• On the Mayflower</li> <li>• The First Thanksgiving</li> </ul> </li> <li>• Create a family tree</li> </ul>	<ul style="list-style-type: none"> <li>• Trade books</li> </ul>	<ul style="list-style-type: none"> <li>• history</li> <li>• society</li> <li>• individual</li> <li>• person</li> <li>• similar</li> <li>• different</li> <li>• family</li> <li>• neighborhood</li> <li>• compare</li> <li>• contrast</li> <li>• timeline</li> <li>•</li> </ul>
<b>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.</b>				
<b>Goal 1.3: Identify the role of American Indians in the development of the United States. - No objectives at this grade level.</b>				
<b>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.</b>				
<b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States. - No objectives at this grade level.</b>				
<b>Goal 1.6: Explain the rise of human civilization. - No objectives at this grade level.</b>				
<b>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization. - No objectives at this grade level.</b>				
<b>Goal 1.8: Build an understanding of the cultural and social development of human civilization. - No objectives at this grade level.</b>				
<b>Goal 1.9: Identify the role of religion in the development of human civilization. - No objectives at this grade level.</b>				

## **Standard 2: Geography**

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth’s surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of first grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth’s surface.</b>	<ul style="list-style-type: none"> <li>1.SS.2.1.1 Explain what maps and globes represent and how they are used. (394.01a)</li> <li>1.SS.2.1.2 Use directions on a map: East, West, South, and North. (394.01b)</li> <li>1.SS.2.1.3 Identify legends and keys on maps. (394.01c)</li> <li>1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map. (394.01d)</li> <li>1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives. (394.01e)</li> </ul>	<ul style="list-style-type: none"> <li>Display and explain classroom maps and globes</li> <li>Post directions (E, W, N, S) in classroom</li> <li>Make an Idaho map with a legend.</li> <li>Point out differences between land masses and water on a map.</li> <li>Read “Me on the Map.”</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Reader</li> <li>Scholastic News</li> <li>Scott Foresman Explorations</li> <li>Harcourt Trophies Reading Program</li> <li>Harcourt Trophies Reading Program</li> </ul>	<ul style="list-style-type: none"> <li>geography</li> <li>globe</li> <li>model</li> <li>earth</li> <li>land masses</li> <li>bodies of water</li> <li>map</li> <li>continents</li> <li>world</li> <li>map legends</li> <li>map keys</li> <li>country</li> <li>state</li> <li>community</li> <li>environment</li> <li>North Pole</li> <li>South Pole</li> <li>East</li> <li>West</li> <li>North</li> <li>South</li> <li>United States of America</li> </ul>
<b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</b>	<ul style="list-style-type: none"> <li>1.SS.2.2.1 Describe ways people adjust to their environment. (394.02a)</li> <li>1.SS.2.2.2 Identify the ways people modify their environment.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss appropriate clothing for various weather types and environments.</li> <li>Read “Houses Around the World.”</li> </ul>	<ul style="list-style-type: none"> <li>Harcourt Trophies Reading Program</li> </ul>	
<b>Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.</b> - No objectives at this grade level.				
<b>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</b> - No objectives at this grade level.				
<b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</b> - No objectives at this grade level.				

### **Standard 3: Economics**

Students in Grade 1 explain basic economic concepts.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of first grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Explain basic economic concepts.</b>	<ul style="list-style-type: none"> <li>1.SS.3.1.1 Identify the basic needs of people such as food, clothing, and shelter. (392.01a)</li> <li>1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. (392.01b)</li> <li>1.SS.3.1.3 Name things that people may want but do not need and explain the difference. (392.01c)</li> <li>1.SS.3.1.4 Identify ways to save money for future needs and wants. (392.01d)</li> </ul>	<ul style="list-style-type: none"> <li>Make a book where children illustrate basic needs.</li> <li>Talk about explorers and bartering.</li> <li>Make a “needs” and “wants” poster.</li> <li>Share how people earn and save money.</li> </ul>		<ul style="list-style-type: none"> <li>economics</li> <li>wants</li> <li>needs</li> <li>basic needs</li> <li>limited resources</li> <li>money</li> <li>savings</li> <li>trading</li> <li>buying</li> <li>selling</li> <li>sharing</li> <li>goods</li> <li>services</li> </ul>
<b>Goal 3.2: Identify different influences on economic systems.</b> - No objectives at this grade level.				
<b>Goal 3.3: Analyze the different types of economic institutions.</b> - No objectives at this grade level.				
<b>Goal 3.4: Explain the concepts of good personal finance.</b> - No objectives at this grade level.				

### **Standard 4: Civics and Government**

Students in Grade 1 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States rights and assume responsibilities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of first grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b>	<ul style="list-style-type: none"> <li>1.SS.4.1.1 Explain why rules are necessary at home and school. (389.01c)</li> <li>1.SS.4.1.2 Explain why rules must be applied fairly. (391.01b)</li> <li>1.SS.4.1.3 Discuss how groups make decisions and solve problems, such as voting and consensus. (389.01b, 391.01d)</li> </ul>	<ul style="list-style-type: none"> <li>List various rules children have at home.</li> <li>Post and discuss school and classroom rules.</li> <li>Vote during various classroom activities.</li> </ul>		<ul style="list-style-type: none"> <li>government</li> <li>citizenship</li> <li>rules</li> <li>voting</li> <li>consensus</li> <li>national flag</li> <li>national symbols</li> <li>national holidays</li> <li>national events</li> <li>commemorate</li> <li>public service</li> </ul>
<b>Goal 4.2: Build an understanding</b>	<ul style="list-style-type: none"> <li>1.SS.4.2.1 Identify the significance of symbols in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Make an American symbols book.</li> </ul>		<ul style="list-style-type: none"> <li>rights</li> <li>responsibilities</li> <li>Pledge of</li> </ul>

<b>of the organization and formation of the American system of government.</b>	(389.01a) <ul style="list-style-type: none"> <li>1.SS.4.2.2 Recite the Pledge of Allegiance.</li> <li>1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States. (371.01a, 372.01b)</li> </ul>	<ul style="list-style-type: none"> <li>Recite the Pledge of Allegiance.</li> <li>Read trade books about holidays.</li> </ul>		Allegiance <ul style="list-style-type: none"> <li>United States of America</li> </ul>
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b>	<ul style="list-style-type: none"> <li>1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.</li> <li>1.SS.4.3.2 Name some responsibilities that students have at home and school. (391.01c)</li> </ul>	<ul style="list-style-type: none"> <li>List and discuss service professions.</li> <li>Create classroom jobs.</li> </ul>		
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b> - No objectives at this grade level.				
<b>Goal 4.5: Build an understanding of comparative government.</b> - No objectives at this grade level.				

**Standard 5: Global Perspectives**

Students in Grade 1 build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of first grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence</b>	<ul style="list-style-type: none"> <li>1.SS.5.1.1 Compare family life in other parts of the world. (388.01e)</li> <li>1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world. (388.01e)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in International Week activities.</li> <li>Read trade books about children in different countries.</li> </ul>		<ul style="list-style-type: none"> <li>culture</li> <li>tradition</li> <li>perspective</li> </ul>