

# Independent School District of Boise City

## 113 First Grade Social Studies

### Course Description

The first grade social studies curriculum is an introduction to the study of families and community members. During the first semester, students will focus on good citizenship through working together in the classroom and home. Students will learn about people from long ago who influenced our country's history. Second semester studies include learning about early political leaders, symbols, and significant holidays. The curriculum also includes introductory studies about diversity, technology, economics, and geography. State standards are imbedded throughout the course and guide its instructional objectives.

### A Note on State Standards

The first grade curriculum includes both Boise School District and State of Idaho standards. State standards include content knowledge and skills in the following areas: critical thinking and analytical skills, exploration and expansion, migration and immigration, political, social, and economic response to industrialization and technological innovation, international relations and conflicts, cultural and social development, foundations of the American political system, organization and formation of the American system of government, citizen responsibilities and rights, economic fundamentals, and geography. While each standard is expressed through specific, associated instructional objectives, instructors should seek opportunities to apply the standards throughout the course.

### Adopted Materials

*People and Places*, Banks, Dr. James Banks, et al. New York: Macmillan/McGraw-Hill School Publishing Company, 2003.

### First Semester Timeline

Unit 1	Working Together	Ongoing
Unit 2	Families	1st Quarter
Unit 3	People of Long Ago	2 <sup>nd</sup> Quarter

### Second Semester Timeline

Unit 4	Our Country	3 <sup>rd</sup> Quarter
Unit 5	Needs and Wants	3 <sup>rd</sup> /4 <sup>th</sup> Quarter
Unit 6	Geography	4 <sup>th</sup> Quarter

<b>Social Studies 1</b>		<b>District Reference</b> 113
<b>Unit 1</b>	<b>Working Together</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.01 Use the calendar to measure days, weeks, months, and years.		District 11301	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Count and record the number of days school is in session.	<i>People and Places:</i> pp. 150-151; 164-165; 21	TMA; "Text Assessment Book," p. 20
02	Know that there are seven days in a week and recite them in order.	<i>People and Places:</i> pp. 2-7; <i>Math Their</i>	TMA; "Text Assessment

		<i>Way</i>	Book,” p. 20
03	Know that there are twelve months in a year and recite them in order.	<i>People and Places:</i> pp. 20-21; 150-151;164-165	TMA; “Text Assessment Book,” p. 20
04	Locate a specific date on a calendar, such as a holiday, and indicate on which day of the week it falls.	<i>People and Places:</i> pp. 15-151; 272-283; “Practice & Activity Book,” p. 31	TMA; “Text Assessment Book,” pp.8; 20 (adapt)
<b>Instructional Objective</b> 113.02 Identify current events involving the community.		<b>Standard Reference</b> District 11302	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Write school events on calendar.	School Calendar	TMA
02	Discuss current event articles of interest.	Newspaper; <i>Scholastic News;</i> <i>Weekly Reader</i>	TMA
<b>Instructional Objective</b> 113.03 Explain why rules are necessary in homes, classrooms, recess, the lunchroom, and games.		<b>Standard Reference</b> District 11303	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recall familiar rules for school and home.	<i>People and Places:</i> pp. 2H (TG); 30-33; 52; 55; 112H (TG); 112-117; 125; 126-127; 138-139; 265; TR15 (TG)	TMA; “Text Assessment Book,” p. 21
02	State why rules are necessary in all aspects of life.	<i>People and Places:</i> pp. 2H (TG) 14-15; 55; 126-127; 130-131; 139; 265; “Practice & Activity Book,” pp. 7; 27	TMA; “Text Assessment Book,” p. 22 (adapt)
03	Sort rules into categories: Responsibility, Respect, Learning, and Safety.	<i>People and Places:</i> pp. A14 (TG); 2H (TG); 14-15; 126-127; 264-265; 130; 131; “Practice & Activity Book,” pp. 7; 8; 27	TMA; “Text Assessment Book,” p. 23 (adapt)
<b>Instructional Objective</b> 113.04 Explain why rules must be applied fairly.		<b>Standard Reference</b> 1.SS.4.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define authority and list examples of leaders in authority roles.	<i>People and Places:</i> pp. 132-135;	TMA

		“Practice & Activity Book,” p. 28	
02	Compare and contrast fair and unfair use of authority.	<i>People and Places:</i> pp. 132-135; 196-199; 260-261	TMA
<b>Instructional Objective</b> 113.05 Know that voting is one way in which rules are developed.		<b>Standard Reference</b> District 11305	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Discuss why we vote.	<i>People and Places:</i> pp. 112H (TG); 140-141	TMA; “Text Assessment Book,” p.17 (adapt)
02	Identify rules and procedures that are imposed and those that could be determined by a vote.	<i>People and Places:</i> pp. 140-141	TMA
03	Participate in a class vote, predict outcome of the vote, tally, and analyze results of the vote.	<i>People and Places:</i> pp. 112H (TG); 140-141; 193; 105; “Practice & Activity Book,” p. 29	TMA
<b>Instructional Objective</b> 113.06 Explain why rules are necessary at home and school.		<b>Standard Reference</b> 1.SS.4.1.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List examples of rules in our community.	<i>People and Places:</i> pp. 68, 112E (TG); 112H (TG); 112-117; TR15 (TG); 130-131; “Practice & Activity Book,” p. 27	TMA
02	Determine reasons for rules in our community.	<i>People and Places:</i> pp. 12E(TG); 112H (TG); 130-131; “Practice & Activity Book,” p. 27	TMA
<b>Instructional Objective</b> 113.07 Discuss how groups make decisions and solve problems, such as voting and consensus.		<b>Standard Reference</b> 1.SS.4.1.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Participate in a class meeting to make decisions and solve problems.	<i>People and Places:</i> p. 125	TMA; “Text Assessment Book,” p. 24
02	Recite options for conflict management using the Peace Wheel.	Boise School District Counseling program	TMA
03	Role-play conflict resolution.	<i>People and Places:</i>	TMA; “Text

		pp. 112E (TG); 138 “Practice & Activity Book,” p. 8	Assessment Book,” p. 24
<b>Instructional Objective</b> 113.08 Name some responsibilities that students have at home and school.		<b>Standard Reference</b> 1.SS.4.3.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define responsibility.	Boise School District Counseling program	TMA
02	Identify and illustrate ways to help in the classroom, home, and community.	<i>People and Places:</i> pp. 14-17, 104-105; 112-117; 126-127	TMA
<b>Instructional Objective</b> 113.09 Identify chores that children can do at home or in the classroom to be helpful and responsible.		<b>Standard Reference</b> District 11309	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Discuss helpful and responsible behavior.	<i>People and Places:</i> pp. 32-33; 14-17; 112-117; 127-127	TMA
02	List chores for home and school.	<i>People and Places:</i> pp. 32-33; 112-117; 126-127	TMA
03	Describe the benefits of doing chores.	<i>People and Places:</i> pp. 5; 195; 14-17; 112-117; 126-127	TMA
<b>Instructional Objective</b> 113.10 Demonstrate good citizenship.		<b>Standard Reference</b> District 11310	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define citizenship. Create a class list of ways to be a good citizen in the classroom, school, and community.	<i>People and Places:</i> pp. A14 (TG); 104- 105; 118-119, 122- 123; 138-139; 198- 199; 264-265 “Practice & Activity Book,” p. 28	TMA
02	Cite examples of friends working, sharing, and playing together cooperatively.	<i>People and Places:</i> pp. 48-49; 122-123; 138-139; 198-199, 264-265	TMA
03	Read, listen to, and discuss stories about good citizens.	<i>People and Places:</i> pp. 152-157; “Practice & Activity Book,” p. 32	TMA

<b>Social Studies 1</b>		<b>District Reference</b> 113
<b>Unit 2</b>	<b>Families</b>	<b>1st Quarter</b>

<b>Instructional Objective</b> 113.11 Recognize that each person belongs to many groups such as family, school, friends, and neighborhood.		<b>Standard Reference</b> 1.SS.1.1.1
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define family. Draw a picture of your family.	<i>People and Places:</i> pp. 2E (TG); 10-11; 112F (TG); 124-125; “Practice & Activity Book” pp. 3; 17; 25; 59	TMA
02	Describe how you belong to a family, a school, and a neighborhood group.	<i>People and Places:</i> pp. 112F (TG); 124-125	TMA
03	Identify Idaho’s place in relationship to the nation, using a map.	Globes, maps; “Practice & Activity Book,” p.16	TMA

<b>Instructional Objective</b> 113.12 Explain how families vary in structure and size.		<b>Standard Reference</b> District 11312
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Graph the number of people in your family and compare to class.	<i>People and Places:</i> p. 2G (TG); “Practice & Activity Book,” p. 59	TMA
02	Illustrate pictures of two different families and explain how they are different (one parent, more members, and so on).	<i>People and Places:</i> pp. 2E & 2G (TG)	TMA
03	Compare and contrast magazine pictures of two different families.	<i>People and Places:</i> pp. 15-17	TMA

<b>Instructional Objective</b> 113.13 Identify individuals who are helpful to people in their everyday lives.		<b>Standard Reference</b> 1.SS.4.3.1
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define community and community workers.	<i>People and Places:</i> pp. A14 & 56G (TG); “Practice & Activity Book,” pp.14; 15; 60	TMA; <i>People and Places</i> “Assessment Book,” p. 16 (adapt)
02	List community workers and discuss	<i>People and Places:</i>	TMA

	responsibilities of each.	pp. A14 (TG)	
03	Participate in class discussions with community workers.	Volunteers, SRO, firemen, etc.	TMA

<b>Social Studies 1</b>		<b>District Reference</b> 113
<b>Unit 3</b>	<b>People Of Long Ago</b>	<b>2<sup>nd</sup> Quarter</b>

<b>Instructional Objective</b> 113.14 Use correctly the terms of past, present, future, yesterday, today, and tomorrow.		<b>Standard Reference</b> District 11314	
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Sequence the events that occur on a given school day to demonstrate passage of time.	<i>People and Places:</i> pp. 216F (TG); 232-233	TMA
02	Illustrate and label three events: one that happened yesterday, one that is happening today, and one that will happen tomorrow.	<i>People and Places:</i> pp. 216F (TG); 232-233	TMA
03	Illustrate and label three events that have happened over a lifetime: one that will depict the past, the present, and the future. (i.e. infancy, childhood, adulthood)	<i>People and Places:</i> pp. 216E (TG); 232-233	TMA

<b>Instructional Objective</b> 113.15 Use timelines to show personal and family history.		<b>Standard Reference</b> 1.SS.1.1.3	
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze a timeline of classmates' birthdays.	<i>People and Places:</i> pp. 232-233	TMA
02	Using a timeline, sequence a week of classroom events.	<i>People and Places:</i> p. 216F (TG)	TMA; "Assessment Book," p. 35
03	Create a timeline showing 3-5 personal experiences.	<i>People and Places:</i> pp. 232-233; 269; "Practice & Activity Book," pp.46; 63	TMA

<b>Instructional Objective</b> 113.16 Recognize that every person, group, and country has a story about its past and this is called its "history."		<b>Standard Reference</b> District 11316	
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define history.	<i>People and Places:</i> pp. 222-225; 271	TMA
02	Recall a personal story about the past.	<i>People and Places:</i> pp. 216E & 216H (TG); 241	TMA

03	Explore the history of your school.	<i>People and Places</i> : p. 216H (TG)	TMA
04	Recognize that our country has a history by reviewing familiar stories from the past.	<i>People and Places</i> : pp. 216G; 220-221; 226-231; 234-255; 258-263	TMA
<b>Instructional Objective</b> 113.17 Know that Native American people lived on this continent before the coming of people from Europe.		<b>Standard Reference</b> District 11317	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Read books and stories about Native Americans before European expansion.	<i>People and Places</i> : pp. 224-231; 234-239; 244-245; "Practice & Activity Book," pp.45; 49	TMA
<b>Instructional Objective</b> 113.18 Describe the Voyage of Columbus in 1492.		<b>Standard Reference</b> District 11318	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recall facts about Columbus and his voyages.	<i>People and Places</i> : p. 235; "Practice & Activity Book," p. 52	TMA
02	Draw Columbus' voyage on a map.	<i>People and Places</i> : p. 235; "Practice & Activity Book," p. 57	TMA
03	Describe the hardships aboard the three ships.	Trade Books	TMA
<b>Instructional Objective</b> 113.19 Identify reasons why early colonists came to the New World.		<b>Standard Reference</b> District 11319	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify and describe early colonists and their beliefs.	<i>People and Places</i> : pp. 238-243; 248-255	TMA
02	List reasons why early colonists came to the New World.	<i>People and Places</i> : pp. 234-239	TMA
<b>Instructional Objective</b> 113.20 Know that the people in the local community have their origins in many areas of the world.		<b>Standard Reference</b> District 11320	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Understand that the United States is one country made of many cultures by identifying family or friends from different countries.	<i>People and Places</i> : pp. 216F (TG)	TMA
02	Identify cultural groups in your community and discuss their origin, cultural activities, and celebrations.	<i>People and Places</i> : pp. 20-24	TMA

<b>Instructional Objective</b> 113.21 Describe how people’s appearances are alike and different, creating diversity among the American population.			<b>Standard Reference</b> District 11321
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Chart or graph ways students are alike and different.	<i>People and Places:</i> pp. 2G (TG); 40-41; 157	TMA
02	Compare and contrast students’ skin, hair, and eye colors.	<i>People and Places:</i> p. 24	TMA
03	Identify and celebrate ways we are alike and different.	<i>People and Places:</i> pp.17; 27; 25; 52	TMA
<b>Instructional Objective</b> 113.22 Compare differences in the ways American families live today and how they lived in the past.			<b>Standard Reference</b> 1.SS.1.1.2
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe homes, clothing, chores, and activities of families in the past.	<i>People and Places:</i> pp. 38-39; 42-47; 220-221	TMA; “Assessment Book,” pp. 37-39 (adapt)
02	Describe homes, clothing, chores, and activities of families in the present.	<i>People and Places:</i> pp. 2E-2H (TG), 2- 27; 30-33; 36-37	TMA
03	Compare and contrast homes, clothing, chores, and activities of families in the past and present.	<i>People and Places:</i> pp. 36-39; 42-45; 226; 216H & 216- 219A (TG)	TMA
<b>Instructional Objective</b> 113.23 Compare different types of transportation and their uses.			<b>Standard Reference</b> District 11323
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Create a timeline of America’s transportation history.	<i>People and Places:</i> pp. A16 (TG); 38-39; “Practice & Activity Book,” p. 11	TMA
02	Explore forms of public transportation.	<i>People and Places:</i> pp. 36-41; “Practice & Activity Book,” p. 9	TMA; “Assessment Book,” pp. 5-7
03	Sort modes of transportation by their attributes (speed, size, cost etc.).	<i>People and Places:</i> pp. 76-77; 110	TMA

<b>Social Studies 1</b>		<b>District Reference</b> 113
<b>Unit 4</b>	<b>Our Country</b>	<b>3<sup>rd</sup> Quarter</b>

<b>Instructional Objective</b> 113.24-Compare personal histories, pictures, and music of other selected times and places in America’s past.		<b>Standard Reference</b> 1.SS.1.1.4
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Learn Patriotic songs such as “The Star Spangled Banner,” “God Bless America,” and “America.”	<i>People and Places:</i> pp. A6 (TG); 144; 158-159; 283	TMA
02	Read literature from different time periods.	<i>People and Places:</i> (Biography Selections), pp. 56-59; 46-47; 102-103; 136-137; 152-153; 154-155; 156-157; 196-197; 207, 208; 240-243; 244-245; 246-247; 252-255; 257; 260-263; 279	TMA
03	Compare and contrast pictures of past events with current events.	<i>People and Places:</i> pp. A8-A11 & A16 (TG); 38-39; 42-44	TMA

<b>Instructional Objective</b> 113.25 Identify famous presidents such as George Washington, Thomas Jefferson, and Abraham Lincoln.		<b>Standard Reference</b> District 11325
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recall facts about famous Presidents.	<i>People and Places:</i> pp. 240-241; 248-251 “Practice &Activity Book,” pp. 48; 50; Trade Books	TMA
02	Discuss stories and legends of famous Presidents.	<i>People and Places:</i> pp. 240-241; 248-251; Trade Books	TMA
03	Compare and contrast the lives of Washington and Lincoln.	<i>People and Places:</i> pp. 240-241; 248-251; Trade Books	TMA

<b>Instructional Objective</b> 113.26 Name the current United States President.		<b>Standard Reference</b> District 11326
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify a picture of the current President.	<i>People and Places:</i> p.	TMA

		135	
02	State the name of the current President.	<i>People and Places</i> : p. 135	TMA
<b>Instructional Objective</b> 113.27 Know that the people in the United States vote for their leaders.		<b>Standard Reference</b> District 11327	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Name school leaders (Student Council) and how they are elected.	<i>People and Places</i> : pp. 132-135	TMA
02	Identify local, state and national positions that are held by leaders voted into office.	<i>People and Places</i> : pp. 132-135	TMA
<b>Instructional Objective</b> 113.28 Identify the significance of symbols in the United States.		<b>Standard Reference</b> 1.SS.4.2.1	
Associated Instructional Objective:			
Recite the Pledge of Allegiance.		1.SS.4.2.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define a symbol.	<i>People and Places</i> : A4 & A11 (TG), H7-H8 (TG); pp. 142-149; 159; "Practice & Activity Book," p. 30	TMA
02	Identify pictures of American symbols such as the flag, Statue of Liberty, White House, Liberty Bell, and Bald Eagle and discuss the significance and meaning of each.	<i>People and Places</i> : A4 & A11 (TG), H7-H8 (TG); pp. 142-149; 159; "Practice & Activity Book," p. 30	TMA
03	Recite the Pledge of Allegiance and discuss its meaning.		TMA
<b>Instructional Objective</b> 113.29 Describe holidays and events and tell why they are commemorated in the United States.		<b>Standard Reference</b> 1.SS.4.2.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain and discuss the difference between holidays and regular days.	<i>People and Places</i> : pp.18-21; 52; 272-283	TMA
02	Discriminate between national holidays and other holidays.	<i>People and Places</i> : pp. 18-21; 52; 150; 258-259; 272-283	TMA
03	Recall history of Independence Day, Veterans' Day, Civil Rights Day and Presidents' Day.	<i>People and Places</i> : pp. 150; 258-259; 278-279; 282-283; Trade Books	TMA; "Assessment Book," p.36

<b>Instructional Objective</b>			<b>Standard Reference</b>
113.30 Understand that some people were not free in early America.			District 11330
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define freedom.	<i>People and Places:</i> pp. A2-A5 (TG)	TMA
02	List the freedoms we have in America.	<i>People and Places:</i> pp. A5 (TG); 252-257; “Practice & Activity Book,” p. 51	TMA
03	Recall examples when people were not free in American history (ex. slaves, Native Americans, women) and understand the struggle for equal rights by minorities.	<i>People and Places:</i> pp. 260-263; Trade Books; “Practice & Activity Book,” p. 53	TMA

<b>Social Studies 1</b>		<b>District Reference</b>
		113
<b>Unit 5</b>	<b>Needs And Wants</b>	<b>3<sup>rd</sup>/4<sup>th</sup> Quarter</b>

<b>Instructional Objective</b>			<b>Standard Reference</b>
113.31 Identify the basic needs of people such as food, clothing, and shelter.			1.SS.3.1.1
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Name the basic needs people must have to live and sort them into groups.	<i>People and Places:</i> pp. 70-71; 166H (TG); 176-177; 200-201; “Practice & Activity Book,” p. 35	TMA
02	Identify problems that occur when basic needs are not met.	<i>People and Places:</i> pp. 176-177	TMA
<b>Instructional Objective</b>			<b>Standard Reference</b>
113.32 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.			1.SS.3.1.2
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Distinguish between jobs that produce goods and jobs that perform services.	<i>People and Places:</i> pp. 166G (TG); 170-174; 178-179; 182-183; 186-189; 215; “Practice & Activity Book,” pp. 36-37	TMA; “Assessment Book,” pp. 32 & 27 (adapt)
02	List situations when we share, trade and use money to meet our needs.	<i>People and Places:</i> pp. 166H (TG); 192-195; “Practice & Activity Book,” p. 39	TMA

		(adapt)	
<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.33 Name things that people may want but do not need and explain the difference.		1.SS.3.1.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Independently illustrate personal wants, family wants, and community wants.	<i>People and Places:</i> pp. 166E & 166F (TG)	TMA
02	Select pictures from magazines, categorize them into needs and/or wants, and explain reasons for placement into category.	<i>People and Places:</i> p. 166E (TG); Venn Diagram	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.34 Identify ways to save money for future needs and wants.		1.SS.3.1.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List places and ways to save money.	<i>People and Places:</i> pp. 178-179	TMA
02	Discuss ways to reduce, reuse, and recycle.	<i>People and Places:</i> pp. 100-101; 104-105; 111	TMA
03	Compare and contrast the value and price of merchandise.	<i>People and Places:</i> pp. 166H (TG); 194-195	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.35 Describe ways people adjust to their environment.		1.SS.2.2.1	
Associated Instructional Objective:			
Identify the ways people modify their environment.		1.SS.2.2.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define environment.	<i>People and Places:</i> pp. 60-105	TMA
02	Describe your environment throughout the seasons.	<i>People and Places:</i> pp. 92-95	TMA
03	Compare and contrast lifestyle changes in winter versus summer.	<i>People and Places:</i> pp. 106-107; Science materials	TMA
04	Brainstorm ways humans change their environment.	<i>People and Places:</i> pp. 200-201	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.36 Compare family life in other parts of the world.		1.SS.5.1.1	
Associated Instructional Objective:			
Discuss family structures and daily routines of various cultures around the world.		1.SS.5.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>

01	Explore types of food, shelter, and clothing in different cultures.	<i>People and Places:</i> pp. 50-51; 106-107; 160-161; 210-211; 216H (TG); 224/225 (TG); 226-231; 236- 239; 266-267	TMA; “Assessment Book,” p. 40 (adapt)
02	Compare and contrast basic needs of food, shelter, and clothing in two cultures.	<i>People and Places:</i> pp. 50-51; 106-107; 160-161; 210-211; 266-267	TMA
03	Write a story about someone in a different culture and describe their food, clothing and shelter.	<i>People and Places:</i> pp. 50-51; 106-107; 160-161; 210-211; 266-267	TMA

<b>Instructional Objective</b>	<b>Standard Reference</b>
113.37 Identify ways machines and technology are used in home and school.	District 11337

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Read, listen to, and discuss stories about inventors and inventions of machines and technology.	<i>People and Places:</i> pp. 206-209; Practice & Activity Book,” p. 42	TMA
02	List the machines in your home and school and how they help our daily lives.	<i>People and Places:</i> pp. 44-45; 202-203; 211	TMA
03	Draw a machine and write a sentence about how it helps you.	<i>People and Places:</i> pp. 203; 207	TMA

<b>Social Studies 1</b>		<b>District Reference</b> 113
<b>Unit 6</b>	<b>Geography</b>	<b>4<sup>th</sup> Quarter</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.38 Explain what maps and globes represent and how they are used.		1.SS.2.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize a specific map as representative of a given picture.	<i>People and Places:</i> pp. 72-73	TMA
02	Create a map of the classroom and discuss how it represents the room.		TMA
03	Examine different types of maps and discuss who might use each map.	<i>People and Places:</i> pp. H11-H12 (TG); R2-R7; 74-75; 79-81	TMA
04	Compare globes, flat maps, and wall maps.	<i>People and Places:</i>	TMA

		pp. H11-H12 (TG); R2-R7; 74-75; 79-81	
<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.39 Use directions on a map; East, West, South, and North.		1.SS.2.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define North, South, East, and West.	<i>People and Places:</i> pp. 128-129	TMA
02	Label classroom with North, South, East, and West.	<i>People and Places:</i> pp. 128-129	TMA
03	Demonstrate use of cardinal directions by locating places on the map.	<i>People and Places:</i> p. R2 (TG)	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.40 Identify legends and keys on maps.		1.SS.2.1.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Locate key or legend on a map.	<i>People and Places:</i> pp. 90-91; 109; “Practice & Activity Book,” p. 20	TMA
02	Identify locations on maps using keys or legends.	<i>People and Places:</i> pp. 90-91; 93; 109; “Practice & Activity Book,” p. 20	TMA; “Assessment Book,” p. 11
<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.41 Identify continents and large bodies of water on a globe or a map.		1.SS.2.1.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define continent.	<i>People and Places:</i> pp. 78-83	TMA
02	Locate areas of land and water and color the designated area on a picture of a globe or map.	<i>People and Places:</i> pp. H11-H12 (TG); 62/63 (TG); R4 & vii (TG)	TMA
03	Match continent shapes to a map.	<i>People and Places:</i> pp. R4-R5 (TG)	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
113.42 Name and locate continent, country, state, and community in which the class lives.		1.SS.2.1.5	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify North America on a map.	<i>People and Places:</i> pp. 74-75	TMA
02	Locate the countries in North America and color North America.	<i>People and Places:</i> pp. 79; “Practice &	TMA

		Activity Book,” pp. 16; 18	
03	Locate and color Idaho on a United States map.	<i>People and Places:</i> pp. 74-75; R3; “Practice & Activity Book,” p. 23 (adapt)	TMA
04	Locate Boise on a map of Idaho and identify it with a star.	<i>People and Places:</i> p. R3 (TG); “Practice & Activity Book,” p. 15	TMA

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 1  
SOCIAL STUDIES**

**Standard 1: History**

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

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood.
- 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past.
- 1.SS.1.1.3 Use timelines to show personal and family history.
- 1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past.

**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.

**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.

## **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.

### **Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.**

#### **Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.2.1.1 Explain what maps and globes represent and how they are used.
- 1.SS.2.1.2 Use directions on a map: East, West, South, and North.
- 1.SS.2.1.3 Identify legends and keys on maps.
- 1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map.
- 1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives.

### **Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

#### **Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.2.2.1 Describe ways people adjust to their environment.
- 1.SS.2.2.2 Identify the ways people modify their environment.

### **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 in this course

## **Standard 3: Economics**

Students in Grade 1 explain basic economic concepts.

### **Goal 3.1: Explain basic economic concepts.**

#### **Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.3.1.1 Identify the basic needs of people such as food, clothing, and shelter.
- 1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
- 1.SS.3.1.3 Name things that people may want but do not need and explain the difference.
- 1.SS.3.1.4 Identify ways to save money for future needs and wants.

### **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.

**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.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.4.1.1 Explain why rules are necessary at home and school.
- 1.SS.4.1.2 Explain why rules must be applied fairly.
- 1.SS.4.1.3 Discuss how groups make decisions and solve problems, such as voting and consensus.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.4.2.1 Identify the significance of symbols in the United States.
- 1.SS.4.2.2 Recite the Pledge of Allegiance.
- 1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
- 1.SS.4.3.2 Name some responsibilities that students have at home and school.

**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.

**Standard 5: Global Perspectives**

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

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.5.1.1 Compare family life in other parts of the world.
- 1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world.