

**Social Studies Curriculum Guide  
Grade 1**

State Standards	St. Louis Park Outcomes	District-Wide, Common Assessments	Units/Topics/Activities	Materials and Resources
<p><b>I. U.S. HISTORY</b>  <b>A. Family Life Today and In The Past</b>  <b>Standard:</b> The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.</p>	<p>** Compare and contrast families in different time periods and/or cultures</p>	<p>T-chart or other comparison product showing family life now compared to pioneer times in four areas (i.e. food, clothing, shelter)</p>	<p><i>Wagon Wheels</i>  <i>Westward to Oregon</i> big book (Rigby) – currently at Aquila and Peter Hobart – Is it at PSI?  <i>Long Ago Children,</i>  <i>Oxcart Man</i></p>	
<p><b>I. U.S. HISTORY</b>  <b>B. Famous People and Events in U.S. History</b>  <b>Standard:</b> The student will recognize people and events that made significant contributions to U.S. History.</p>	<p>(Exposure)</p>	<p>No assessment</p>	<p>Holidays such as President’s Day and Martin Luther King, Jr. Day</p> <p>Scholastic News/Teachers website (free):  <a href="http://teacher.scholastic.com/scholasticnews/">http://teacher.scholastic.com/scholasticnews/</a></p> <p>IDEAL: Scholastic News or Time for Kids funded annually and ordered by the district office with shares from each building’s materials fund (two classrooms could share)</p>	
<p><b>V. GEOGRAPHY</b>  <b>A. Concepts of Location</b>  <b>Standard:</b> The student will use directional and positional words to locate and describe people, places and things.</p>	<p>**Write full name  **Recite full name, address, and phone number</p>	<p>Written name  Oral recitation</p> <p>Use maps to introduce directional and positional words</p>	<p>IDEAL: Scholastic News or Time for Kids funded annually and ordered by the district office with shares from each building’s materials fund (two classrooms could share)</p>	
<p><b>VI. ECONOMICS</b>  <b>A. Economic Choices</b>  <b>Standard:</b> The student will understand that economic choices are necessary in life.</p>	<p>No specific outcome</p>	<p>No assessment</p>	<p>Embedded in discussions about food, clothing, shelter, and money</p>	
<p><b>VII. GOVERNMENT AND CITIZENSHIP</b>  <b>A. Civic Values, Skills, Rights and Responsibilities</b>  <b>Standard:</b> The student will understand the importance of participation in civic life and demonstrate effective civic skills.</p>	<p>No specific outcome. Embedded in the Social and Work Skills</p>	<p>Teacher Observation</p>	<p>Classroom discussion about classroom and school-wide rules</p>	

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<b>VII. GOVERNMENT AND CITIZENSHIP</b> <b>B. Beliefs and Principles of United States Democracy</b> <u>Standard:</u> The student will understand the role of government, rules, and law and why we have them.	No specific outcome. Embedded in the Social and Work Skills	Teacher Observation	Classroom discussion about classroom and school-wide rules	

Scoring criteria for T-chart/comparison assessment

E=Not available

S=All four categories completed correctly using picture, words, or both

P= Two out of four categories completed correctly

N=Less than two categories completed correctly