

Elementary

Social Studies

Curriculum

Adopted 4/26/05

Grade 1

Social Studies Committee

ELKO COUNTY SCHOOL DISTRICT

Social Studies Grade 1

Geography

- I. Student will be able to understand characteristics and purposes of geographic representations, such as maps and globes.
 - A. How to use simple spatial information on a map. (N, S, E, W)
 - B. How to use a simple map key.
 - C. The difference between a map and a globe.
 - D. Simple physical features, (i.e. rivers, mountains, oceans, continents).
 - E. The locations of places within the neighborhood.
 1. Describe their own home.
 2. Describe different types of homes, (single dwellings, apartments, trailers, huts, igloos, etc.).
 - F. The locations of the earth's continents and oceans.
 - G. The locations of the United States on the earth; Nevada within the U.S.; Elko or applicable cities within Nevada.
 - H. The location of the capital of the U.S. and the capital of Nevada.
- II. How the earth - sun relations affect conditions on earth.
 - A. Name the seasons and their physical changes.
- III. Introduce transportation and communication networks used in daily life.
 - A. Identify different types of transportation, (cars, buses, trains, planes, ships, horses, wagons, bikes, etc.)
 - B. Identify different types of communications, (newspapers, T.V., radios, computers, satellites, telephones, etc.)
- IV. Introduce student to resources in daily life.

- A. Identify local natural resources.
- B. Identify some renewable resources and non-renewable resources.

History

- I. Students understand general chronological sequence of events and people in history.
 - A. Learn about American Indians as first inhabitants of America.
 - B. Pilgrims and their immigrations to North America.
 - C. Chronologically organized significant events in own life, including past, present and future.
 - D. Comparing everyday life in different places and times in history with the present.
 - 1. Pilgrims
 - 2. Indian life when first settlers came
 - 3. George Washington
 - 4. etc.
- II. Students recognize significant historical periods and patterns of change.
 - A. Accurately telling or retelling a story about past events.
 - B. Accurately telling or retelling a story about American heroes or heroines of all cultures.
- III. Students understand different historical perspectives utilizing a variety of sources.
 - A. Remembering a past event and identifying how it has affected the present.
 - B. Telling or retelling a story from two different viewpoints.
- IV. Students understand the method of historical inquiry.

- A. Posing and answering questions about the past.

Sociology

- I. Students understand social structure and how those structures have changed over time.
 - A. Identifying groups that people are part of: such as family, neighborhood, school, community, town and state.
- II. Students explain how historical changes and advancements have affected peoples lives.
 - A. Define change.
 - B. Identifying how changes affect peoples' lives.
- III. Students recognize the diversity of people and cultures.
 - A. Becoming aware of diverse groups at school and in the community.
- IV. Students understand political, philosophical and religious ideas and how these have influenced culture.
 - A. Recognizing that there are different political, philosophical, and religious ideas. That different is not necessarily good or bad.
- V. Students understand how cultural elements have facilitated understanding or have caused misunderstanding.
 - A. Identifying holidays as cultural expression.

Government and Civics

- I. Students understand the purpose, use and development of government throughout history.
 - A. Identifying the need for rules.
 - B. Explaining why rules have been established and enforced.
 - C. Giving examples of head of government.

1. Presidents
 2. Governor
 3. etc.
- II. Students understand how power is acquired, used and lost throughout history.
- A. Defining the concept of power.
 - B. Naming people who have power.
 1. Teacher
 2. Parents
 3. Principal
 4. etc.
- III. Students understand the function of conflict and cooperation.
- A. Understanding and practicing the concept of cooperation.
 - B. Explaining the consequences of an action.
 - C. Explaining why conflicts occur.
- IV. Students explain how government have affected the daily lives of people and society.
- A. Identifying how rules affect their lives at home and in school.
- V. Students understand the historical significant development and inventions in science, math and technology and their effects on societies.
- A. Identifying types of transportation and communication.

Economics

- I. Students understand how goods and services have been produced and distributed and how the process has changed over time.
 - A. Identifying that food comes from farms and ranches to markets and to consumer.
- II. Students understand how exchange and trade have evolved over time.
 - A. Barter to money.