





# Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

## Social Studies Grade 1

### Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<p>■ 3.3.1 Supporting The learner will be able to define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p>																														
<p>● 3.3.2 Supporting The learner will be able to explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p>																														
<p>■ 3.4.1 Supporting The learner will be able to define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).</p>																														
<p>■ 3.4.2 Supporting The learner will be able to describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.</p>																														
<p>■ 3.4.3 Supporting The learner will be able to define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.</p>																														



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<p>■ 4.4.2 Supporting The learner will be able to describe how the physical environment can both promote and restrict human activities.</p>																														
<b>Historical Perspective</b>																														
<p>■ 5.1.1 Supporting The learner will be able to use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p>																														
<p>■ 5.2.1 Supporting The learner will be able to identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</p>																														
<p>■ 5.2.2 Supporting The learner will be able to identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodland) and explain why they settled in what is now the United States.</p>																														
<p>■ 5.2.3 Supporting The learner will be able to describe change over time in communication, technology, transportation and education in the community.</p>																														