



Essential Standards Extended Guide

Social Studies Grade 1

Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize social studies standards into three groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Teacher Guidance standards** are core processes that should be used as guidance for teachers in the development and choice of instructional materials, unit design, and learning opportunities.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

Teacher Guidance Standards:

- 1.SS.4.3 Provide all students the opportunity to be able to recite the Pledge of Allegiance.

History

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

1.SS.1.1 Compare differences in the ways families in the United States live today to how they lived in the past.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.SS.1.2 Use timelines to show personal or family history.

Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

1.SS.1.3 Compare personal histories, pictures, and music of other selected times and places in America's past.

Geography

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

1.SS.2.1 Develop geographic skills by: a) using basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) locating Idaho, the United States, continents, and oceans on maps and globes; and d) constructing simple maps and including a title, map legend or key, and compass rose.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.SS.2.2 Identify ways people adjust to their environment as well as modify their environment.

Economics

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

1.SS.3.2 Distinguish between wants and needs and provide examples of each.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.SS.3.1 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.

1.SS.3.3 Identify ways to save money for future needs and wants

Civics and Government

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

1.SS.4.1 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.

1.SS.4.2 Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.SS.4.3 Provide all students the opportunity to be able to recite the Pledge of Allegiance.

1.SS.4.4 Describe holidays and events and tell why they are commemorated in the United States.

1.SS.4.5 Identify individuals who are helpful to people in their everyday lives.

1.SS.4.6 Name some responsibilities that students have at home and school.

Global Perspectives

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

1.SS.5.1 Compare family life, structures, and daily routines of various cultures around the world.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.SS.5.2 Recognize that each person belongs to many groups such as family, school, friends, and community.

For Questions Contact

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