



# Neenah Joint School District Objective List

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**Course Title:** Social Studies

**Grade Level:** 1

**Course Number:** 191

**Course Modified:** 11/08/2005 11:23:21

**Additional Course Info:** **Integration with Balanced Literacy Framework**

Note: To view the related Wisconsin Performance Standard(s), suggested assessment approaches (performance assessments noted with \*), or cross-content teaching activities for any objectives below, click on the appropriate check mark.

Objective Number	Objectives	Related Standards	Assessments	Cross-Content Activity
1	Use the terms continents and oceans in describing the earth's largest land areas and largest bodies of water.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Locate rivers and lakes on a globe and map.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3	Locate on a globe and a map the four cardinal directions (N., S., E., W.).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4	Locate the continent of North America on a globe and world map.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Locate the United States on a globe and a world map.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6	Locate Wisconsin on a United States map.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	Locate Neenah on a Wisconsin map.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *	
8	Define the key terms used in relation to maps and globes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	Explain our nation as being comprised of families.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10	Describe different types of families (single parent, two parent, etc.).		<input checked="" type="checkbox"/>	
11	List different types of shelters families live in (house, apartment, trailer, etc.).		<input checked="" type="checkbox"/>	
12	Name one's family members and the tasks they perform.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
13	Describe the family unit and the responsibilities of its members.		<input checked="" type="checkbox"/>	
14	Explain how a family is part of a larger unit called a neighborhood.		<input checked="" type="checkbox"/>	
15	Describe some features and characteristics about the students' neighborhood.		<input checked="" type="checkbox"/>	
16	Explain that a neighborhood is part of a community.		<input checked="" type="checkbox"/>	
17	Distinguish between rules made by the community and those made by individuals.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
18	Name recreational activities in our neighborhood and community.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
19	Name the places of worship in our neighborhood and community.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

20	Name the places for learning that the neighborhood and community provide.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Tell how communities can be alike and can be different.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
22	Describe a family, neighborhood, and local community and talk about their relationships to one another.		<input checked="" type="checkbox"/>	
23	Explain the relationship between where we live and how we live.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
24	Describe the differences between students' community and other communities in the United States and the world.		<input checked="" type="checkbox"/>	
25	Explain that communities and people around the world are more similar to one another than different.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
26	Describe how people and their customs are based on the community, region, or country in which they live.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
27	Recognize that holidays are celebrated in various ways.		<input checked="" type="checkbox"/>	
28	Learn about the customs and significance of a variety of holidays celebrated in the student's community and others in the United States and around the world.		<input checked="" type="checkbox"/>	
29	Identify different forms of communication.		<input checked="" type="checkbox"/>	
30	Demonstrate ways in which people can communicate without language.		<input checked="" type="checkbox"/>	
31	Describe one or more ways in which changes in communication methods have helped us.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
32	Given a list of events, tell if they happened (or will happen) in the past, present, or future.		<input checked="" type="checkbox"/>	
33	From given events, organize and sequence the information, and order the events by season, day, or month.		<input checked="" type="checkbox"/>	

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