



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Indiana Academic Standards Correlation Guide Grade 1

Indiana Department of Education

College and Career Readiness

Grade 1 2007

The Home, School and Neighborhoods

Students in Grade 1 examine changes in their own communities over time and explore the way people live and work together. They begin to understand their rights and responsibilities as citizens as they interact with home, school and nearby environments.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 1 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society including the examination of Individuals, Society and Culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

Standard 2 — Civics and Government

Students will explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of sources to learn about the functions of government and roles of citizens.

Standard 3 — Geography

Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

Standard 4 — Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

Grade 1 2014

The Home, School, and Neighborhoods

At the first grade level, students develop thinking and decision-making skills through active participation as members of their school and neighborhood. They learn to identify events and changes taking place in the school and local community and classify events as taking place “today,” “yesterday,” and “long ago.” They explore geographic relationships in their immediate environment, make models and maps to show locations of familiar surroundings, and recognize maps and globes as representations of the Earth. First grade students have the opportunities to discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. Students in grade one learn to explain why rules are needed in groups and learn how to apply rules to different group situations. They are given opportunities to practice citizenship skills through participation in a variety of group activities.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 1 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

Standard 1 — History

Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

Standard 2 — Civics and Government

Students explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of sources to learn about the functions of government and roles of citizens.

Standard 3 — Geography

Students identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

Standard 4 — Economics

Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

Grade 1 2007

Grade 1 2014

<p align="center">Standard 1: History</p> <p><i>Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.</i></p>	<p align="center">STANDARD 1: HISTORY</p> <p>Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.</p>
<p>Historical Knowledge</p> <p>1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present. Example: Clothing, the use of technology, methods of transportation, entertainment and customs</p> <p>1.1.2 Compare past and present similarities and differences in community life by using biographies, oral histories, folklore and video images. Example: Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation.</p> <p>1.1.3 Identify American songs and symbols and discuss their origins. Example: Songs: “The Star-Spangled Banner” and “Yankee Doodle”, Symbols: The United States Flag, the bald eagle and the Statue of Liberty</p> <p>1.1.4 Identify local people from the past who have shown honesty, courage and responsibility. (Individuals, Society and Culture) Example: War veterans and community leaders</p> <p>1.1.5 Identify people and events observed in national celebrations and holidays. Example: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day</p> <p>Chronological Thinking, Historical Analysis and Interpretation, Research</p> <p>1.1.6 Use terms related to time to sequentially order events that have occurred in the school. Example: Use the terms past and present; yesterday, today and tomorrow; and next week and last week.</p> <p>1.1.7 Explain that clocks and calendars are used to measure time.</p> <p>1.1.8 Develop a simple timeline of important events in the student’s life.</p> <p>1.1.9 Use the library and other information resources* to find information that answers questions about history. Example: Books about Abraham Lincoln or George Washington, such as Honest Abe by Edith Kunhardt, George Washington’s Teeth by Deborah Chandra, and family stories such as Grandfather’s Journey by Allen Say</p>	<p>Historical Knowledge</p> <p>1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present. Example: Clothing, the use of technology, methods of transportation, entertainment and customs</p> <p>1.1.2 Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc. Example: Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation.</p> <p>1.1.3 Identify American songs and symbols and discuss their origins. Example: Songs: “The Star-Spangled Banner” and “Yankee Doodle”, Symbols: The United States Flag, the bald eagle and the Statue of Liberty</p> <p>1.1.4 Identify local people from the past who have shown honesty, courage and responsibility. Example: War veterans and community leaders</p> <p>1.1.5 Identify people and events observed in national celebrations and holidays. Example: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day</p> <p>Chronological Thinking, Historical Analysis and Interpretation, Research</p> <p>1.1.6 Develop a simple timeline of important events in the student’s life.</p> <p>1.1.7 Use the terms past and present; yesterday, today and tomorrow; and next week and last week to sequentially order events that have occurred in the school.</p> <p>1.1.8 Explain how clocks and calendars are used to measure time.</p>

GRADE 1 CORRELATION

Grade 1 2007

Grade 1 2014

1.1.10 Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture.

Example: Johnny Appleseed, Paul Bunyan and John Henry

- information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

1.1.9 Distinguish between historical fact and fiction in American folktales and legends that are part of American culture

Example: Johnny Appleseed, Paul Bunyan, and John Henry

Standard 2: Civics and Government

Students will explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.*

STANDARD 2: Civics and Government

Students explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

Foundations of Government

1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights. (Individuals, Society and Culture)

Example: Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules.

Functions of Government

1.2.2 Define and give examples of rules and laws in the school and the community.

1.2.3 Explain why rules and laws exist and describe the benefits of having rules and laws.

Example: Rules and laws exist to establish order and security and to protect individual and community rights.

Roles of Citizens

1.2.4 Describe ways that individual actions can contribute to the common good of the community. (Individuals, Society and Culture)

Example: Students help to keep the classroom and school clean by properly disposing of trash.

1.2.5 Define what a citizen is and describe the characteristics of good citizenship. (Individuals, Society and Culture)

Example: Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family and respecting property

Foundations of Government

1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

Example: Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules.

Functions of Government

1.2.2 Define and give examples of rules and laws in the school and the community and explain the benefits of these rules and laws.

Roles of Citizens

1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community.

Example: Students help to keep the classroom and school clean by properly disposing of trash.

1.2.4 Define what a citizen* is and describe the characteristics of good citizenship.

Example: Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family and respecting property

- **citizen:** someone with rights and responsibilities in a particular community, city, state or country

Grade 1 2007

Grade 1 2014

1.2.6 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

- **citizen:** a member of a community, state or nation

1.2.5 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

Standard 3: Geography

Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

STANDARD 3: Geography

Students identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They identify selected geographic characteristics of their home, school, and neighborhood.

The World in Spatial Terms

1.3.1 Identify the cardinal directions (north, south, east and west) on maps and globes.

1.3.2 Identify and describe continents, oceans, cities and roads on maps and globes.

Places and Regions

1.3.3 Identify and describe the relative locations* of places in the school setting.
Example: The relative location of the school might be described as “across the road from the fire station” or “near the river.”

1.3.4 Identify and describe physical features* and human features* of the local community including home, school and neighborhood.

- **relative location:** the location of a place in relation to another place or places
- **physical features:** geographic features that occur in nature, such as land and water forms, natural vegetation and wildlife
- **human features:** features created by humans, such as buildings, cities, roads and farms

Physical Systems

1.3.5 Observe and record the weather on a daily basis.
Example: Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight, using Web sites.

1.3.6 Explain the effect of seasonal change on plants, animals, and people.
Example: Plants die in the winter and show new growth in the spring; some birds fly south in the winter and return in the spring. People may wear heavier clothing in the winter and lighter-weight clothing in the summer.

The World in Spatial Terms

1.3.1 Identify the cardinal directions (north, south, east and west) on maps and globes.

1.3.2 Identify and describe continents, oceans, cities and roads on maps and globes.

Places and Regions

1.3.3 Identify and describe the relative locations* of places in the school setting.
Example: The relative location of the school might be described as “across the road from the fire station” or “near the river.”

- **relative location:** the location of a place in relation to another place or places

1.3.4 Identify and describe physical features* and human features* of the local community including home, school and neighborhood.

- **physical features:** geographic features that occur in nature, such as land and water forms, natural vegetation and wildlife
- **human features:** features created by humans, such as buildings, cities, roads and farms

Physical Systems

1.3.5 Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight during the different seasons of the year

1.3.6 Explain the effect of seasonal change on plants, animals, and people.

Grade 1 2007

Human Systems

1.3.7 Draw simple maps using symbols that show how space is used in the classroom at school and in the neighborhood.

Example: Draw simple maps of the school setting that show the playground and different parts of the school building. Make maps that show the location of the school office, library, gymnasium and cafeteria.

1.3.8 Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana. (Individuals, Society and Culture)

Environment and Society

1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

Grade 1 2014

Human Systems

1.3.7 Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.

Example: Draw simple maps of the school setting that show the playground and different parts of the school building. Make maps that show the location of the school office, library, gymnasium and cafeteria.

1.3.8 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.

Environment and Society

1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

Grade 1 2007

Grade 1 2014

Standard 4: Economics <i>Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.</i>	STANDARD 4: Economics <i>Students explain how people in the school and community use goods and services and make choices as both producers and consumers.</i>
<p>1.4.1 Identify goods* that people use.</p> <p>1.4.2 Identify services* that people do for each other.</p> <p>1.4.3 Compare and contrast different jobs people do to earn income*.</p> <p>1.4.4 Describe how people in the school and community are both producers* and consumers*.</p> <p>1.4.5 Explain that people have to make choices about goods and services because of scarcity*.</p> <p>1.4.6 Explain that people exchange goods and services to get the things they want.</p> <ul style="list-style-type: none">• goods: tangible objects, such as food or toys, that can satisfy people's wants• services: actions that someone does for someone else, such as dental care or trash removal• income: payment in money* for productive resources• money: paper and coins that people use to buy things (definition is expanded in Grade 3)• producers: people who use productive resources* to provide goods or services• productive resources: human resources, natural resources and capital resources• consumers: people who use goods or services• scarcity: the idea that resources are limited in relation to people's wants	<p>1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people's wants and needs) that people use.</p> <p>1.4.2 Identify services (actions that someone does for someone else) that people do for each other.</p> <p>1.4.3 Compare and contrast different jobs people do to earn income.</p> <p>1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).</p> <p>1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants and needs (scarcity).</p> <p>1.4.6 Explain that people exchange goods and services to get the things they want and need.</p>