



Indiana Academic Standards And Resource Guide Grade 1

The Home, School and Neighborhoods

Standards Approved March 2014

Indiana Department of Education

College and Career Readiness

What are standards?

Standards outline *what students need to know, understand, and be able to do.*

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

Subject/Course 0470 Level 1

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.

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 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.

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.

Historical Knowledge

- 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
- 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.
- 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
- 1.1.4** Identify local people from the past who have shown honesty, courage and responsibility.
Example: War veterans and community leaders
- 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

Chronological Thinking, Historical Analysis and Interpretation, Research

- 1.1.6** Develop a simple timeline of important events in the student's life.
- 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.
- 1.1.8** Explain how clocks and calendars are used to measure time.
- 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 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.

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

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 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.

- Cardinal directions: north, south, east and west

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.

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.

Standard 4 Economics

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

1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people's wants and needs) that people use.

1.4.2 Identify services (actions that someone does for someone else) that people do for each other.

1.4.3 Compare and contrast different jobs people do to earn income.

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).

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).

1.4.6 Explain that people exchange goods and services to get the things they want and need.

Subject/Course 0470 Level 1

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.

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 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.

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<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 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>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.</p> <p>Foundations of Government</p> <p>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.</p> <p>Functions of Government</p> <p>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.</p> <p>Roles of Citizens</p> <p>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.</p>	<p>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.</p> <p>The World in Spatial Terms</p> <p>1.3.1 Identify the cardinal directions (north, south, east and west) on maps and globes. Cardinal directions: north, south, east and west</p> <p>1.3.2 Identify and describe continents, oceans, cities and roads on maps and globes.</p> <p>Places and Regions</p> <p>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</p>	<p>Students explain how people in the school and community use goods and services and make choices as both producers and consumers.</p> <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>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<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>1.2.4 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</p> <p>1.2.5 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.</p>	<p>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</p> <p>Physical Systems</p> <p>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</p> <p>1.3.6 Explain the effect of seasonal change on plants, animals, and people.</p>	<p>1.4.6 Explain that people exchange goods and services to get the things they want and need.</p>

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
<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> <p>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</p>		<p style="text-align: center;">Human Systems</p> <p>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.</p> <p>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.</p> <p style="text-align: center;">Environment and Society</p> <p>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.</p>	