

Grade 1: Society and Ourselves

Develop Questions and Plan Inquiries

- a** Explain why a compelling question about community members is important to the student. [1.INQ.1.A](#)

- b** Identify facts and concepts related to compelling and supporting questions. [1.INQ.1.B](#)

- c** Determine the kinds of sources that will be helpful in answering compelling and supporting questions. [1.INQ.1.C](#)

Apply Disciplinary Concepts and Tools

- a** Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content. [1.INQ.2.A](#)

Evaluate Sources and Use Evidence

- a** Gather information from one or two sources to answer a question about the roles and responsibilities of individuals and groups within and among communities. [1.INQ.3.A](#)

- b** Evaluate a source by distinguishing between fact and opinion. [1.INQ.3.B](#)

Communicate Conclusions and Take Informed Action

- a** Construct arguments with reasons. [1.INQ.4.A](#)

- b** Construct explanations using correct sequence and relevant information. [1.INQ.4.B](#)

- c** Ask and answer questions about arguments and explanations. [1.INQ.4.C](#)

- d** Present a summary of an argument using print, oral, or digital technologies. [1.INQ.4.D](#)

- e** Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems. [1.INQ.4.E](#)

- f** Use listening, consensus-building, and voting procedures to take action in the classroom. [1.INQ.4.F](#)

Contributing in a Democratic Society [1-1](#)

- 1** Describe how the Pledge of Allegiance and classroom procedures promote democratic principles (e.g., equality, justice, liberty, republicanism). [1.CIV.8.A](#)

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- 2 Describe how symbols of the United States illustrate democratic principles (e.g., Great Seal of the United States, Flag of the United States, Statue of Liberty, America the Beautiful, Bald Eagle). 1.CIV.8.B**

 - 3 Identify and explain the role of rules in the community (e.g., bike helmets, car seats, crosswalks, stoplights). 1.CIV.12.A**

 - 4 Explain how people have worked to improve their communities in the past and present (e.g., supporting local businesses, conserving land for recreation and wildlife protection, philanthropy). 1.CIV.14.A**

 - 5 Explain why and how people and goods move around the world (e.g., families moving, trade, travel). 1.GEO.7.A**

 - 6 Give examples of how ideas are transmitted from person to person and from place to place (e.g., Internet, newspapers, social media, spoken word, popular culture). 1.GEO.7.B**

 - 7 Compare how urban, suburban, and rural communities use local and distant environments to meet their daily needs (e.g., agriculture, goods, housing, open space, transportation). 1.GEO.8.A**

 - 8 Describe types of businesses and their connection to their physical environment (e.g., agriculture, financial centers, power generation, shipping). 1.GEO.9.A**

 - 9 Describe goods and services produced locally and in other communities (e.g., raw materials, electronics, food, clothing). 1.ECO.4.A**
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Honoring the Past and Present 1-2

- 1 Generate questions about significant individuals or groups from the past in our community or nation (e.g., political/military leaders, significant individuals determined by gender, race, and/or religion). 1.HIS.3.A**

- 2 Compare various accounts about significant individuals, groups or events (e.g., book, diary, video, website). 1.HIS.6.A**

- 3 Identify different kinds of sources that tell about a community's history (e.g., artifacts, historical markers, monuments, symbols). 1.HIS.9.A**

- 4 Use maps to identify Indigenous communities and cultural enclaves both past and present in Connecticut (e.g., recognized and unrecognized tribal communities, Jamaican, Puerto Rican, Italian, Albanian, Jewish, Portuguese, Sikh, Pakistani, Brazilian, Polish, Russian). 1.GEO.3.A**

- 5 Describe how human actions can affect the cultural and environmental characteristics of the community (e.g., community beautification, community planning, environmental preservation, national parks and monuments, water use). 1.GEO.5.A**

6 Describe cultural and environmental characteristics of a variety of diverse communities (e.g., art, built environment, foodways, language, memorials, physical features, traditions). 1.GEO.6.A

Global Communities 1-3

1 Identify where a student’s community is located on different types of maps (e.g., cultural, physical, political). 1.GEO.2.A

2 Use maps, graphs, photographs, and other representations to describe how geographic features affect how people live around the globe (e.g., land use, natural resources, water access). 1.GEO.2.B

3 Use maps, globes, and other simple geographic models to identify the location of countries and continents. 1.GEO.3.B

4 Use maps to identify cultural and environmental characteristics of places around the globe to which students have connections (e.g., family heritage, places they have visited or want to visit). 1.GEO.3.C

5 Explain the impact of weather, climate, and environmental characteristics on the way people live around the globe (e.g., natural hazards, seasons, agriculture, housing, physical features). 1.GEO.4.A

6 Describe changes in the physical characteristics of various world regions (e.g., climate, movement of people, urban sprawl). 1.GEO.10.A

7 Explain how the products people buy connect them to places around the world (e.g., agricultural products, electronics, energy, clothing). 1.GEO.11.A

8 Identify ways in which a catastrophic disaster can change how people live in a community (e.g., blizzards, environmental hazards, flooding, heat waves, hurricanes, pandemics). 1.GEO.12.A

9 Describe why people in one nation trade goods with people in another nation. 1.ECO.14.A

10 Identify products that are made in the United States and are sold to other countries (e.g., agricultural products, industrial supplies, transportation, aerospace, consumer goods). 1.ECO.15.A

11 Identify products that are made in other countries and are sold in the United States (e.g., cars, computers, oil, phones, clothing). 1.ECO.15.B
