

# Grade 1

Adopted 2022

## Inquiry

### Developing Questions and Planning Inquiries

1. Create questions that are relevant to self as they relate to the content of the Social Science Standards. [SS.K-2.IS.1](#)
2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and distinguish fact from opinion. [SS.K-2.IS.2](#)

---

### Evaluating Sources and Using Evidence

3. With guidance and support, gather relevant information from multiple sources to analyze information. [SS.K-2.IS.3](#)
4. With guidance and support, evaluate a source by distinguishing between fact and opinion. [SS.K-2.IS.4](#)

---

### Communicating Conclusions and Taking Informed Action

5. With guidance and support, students will share their findings on the asked and answered questions with peers. [SS.K-2.IS.5](#)
6. With guidance and support, reflect on one's inquiry process and findings. [SS.K-2.IS.6](#)
7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps. [SS.K-2.IS.7](#)

---

## Civics

1. **With guidance and support, explain how individuals who live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities.** [SS.1.CV.1](#)
2. **Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities.** [SS.1.CV.2](#)

---

## Economics/ Financial Literacy

1. **Explain and give examples of when choices are made that something else is given up.** [SS.1.EC.1](#)
  2. **Describe the skills and knowledge required to produce certain goods and services.** [SS.1.EC.2](#)
  3. **Explain how people are compensated for work.** [SS.1.EC.3](#)
-

## Geography

- 1. With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places.** *SS.1.G.1*

---

- 2. With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions.** *SS.1.G.2*

---

- 3. Compare how people in different types of communities use local and worldwide environments to meet their daily needs.** *SS.1.G.3*

## History

- 1. Create a chronological sequence of multiple events based on current learning.** *SS.1.H.1*

---

- 2. Generate questions and investigate diverse individuals and groups who have shaped a significant historical change.** *SS.1.H.2*

---

- 3. With guidance and support, investigate how our perspectives of historical events have changed over time.** *SS.1.H.3*