

# Grade 1

Adopted 2019

## Social Studies Process And Skills Standards

### **P1. Reading And Communication – Read And Communicate Effectively** K-5.P1

1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. K-5.P1.1
  2. Differentiate between primary and secondary source documents. K-5.P1.2
  3. Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. K-5.P1.3
  4. Identify point of view and bias. K-5.P1.4
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### **P2. Inquiry, Research, And Analysis** K-5.P2

1. Use compelling and supporting questions to investigate social studies problems. K-5.P2.1
  2. Differentiate between compelling questions and supporting questions. K-5.P2.2
  3. Use supporting questions to help answer compelling social studies questions. K-5.P2.3
  4. Know how to find relevant evidence from a variety of sources. K-5.P2.4
  5. Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. K-5.P2.5
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### **P3. Public Discourse And Decision Making** K-5.P3

1. State an issue as a question of public policy and discuss possible solutions from different perspectives. K-5.P3.1
2. Apply Democratic Values or Constitutional Principles to support a position on an issue. K-5.P3.2
3. Construct an argument and justify a decision supported with evidence. K-5.P3.3
4. Explain the challenges people have faced and actions they have taken to address issues at different times and places. K-5.P3.4

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**P4. Civic Participation** K-5.P4

1. Act out of the rule of law and hold others to the same standard. K-5.P4.1
  2. Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. K-5.P4.2
  3. Explain different strategies students and others could take to address problems and predict possible results. K-5.P4.3
  4. Use democratic procedures to make decisions on civic issues in the school or classroom. K-5.P4.4
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**History****H2. Use historical thinking to understand the past.** H2

1. Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months. 1-H2.0.1
  2. Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life. 1-H2.0.2
  3. Use historical sources to draw possible conclusions about family or school life in the past. Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts. 1-H2.0.3
  4. Compare life today with life in the past using the criteria of family, school, jobs, or communication. 1-H2.0.4
  5. Identify the events or people celebrated during U.S. national holidays and why we celebrate them. Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day. 1-H2.0.5
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**Geography****G1. Use geographic representations to acquire, process, and report information from a spatial perspective.** G1

1. Construct simple maps of the classroom to demonstrate aerial perspective. 1-G1.0.1
  2. Describe places using absolute location or relative location. 1-G1.0.2
  3. Distinguish between landmasses and bodies of water using maps and globes. 1-G1.0.3
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**G2. Understand how regions are created from common physical and human characteristics.** G2

1. Distinguish between physical and human characteristics of places. 1-G2.0.1
2. Describe the unifying characteristics and boundaries of different school regions. 1-G2.0.2

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**G4. Understand how human activities help shape the Earth's surface. G4**

1. Use components of culture to describe diversity in family life. 1-G4.0.1

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**G5. Understand the effects of human-environment interactions. G5**

1. Describe ways in which people are part of, modify, and adapt to their physical environments. 1-G5.0.1
2. Describe ways in which the physical environment in a place or region affects people's lives. 1-G5.0.2

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**Civics And Government**

**C1. Explain why people create governments. C1**

1. Explain the need for rules and purposes of rules. 1-C1.0.1
2. Give examples of the use of power with authority and power without authority in school. 1-C1.0.2
1. Explain fair ways to make decisions and resolve conflicts in the school community. 1-C2.0.1
2. Identify important symbols of the United States of America and what they represent. 1-C2.0.2

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**C5. Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. C5**

1. Describe some responsibilities people have at home and at school. 1-C5.0.1
2. Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. 1-C5.0.2

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**Economics**

**E1. Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1**

1. Distinguish between producers and consumers of goods and services. 1-E1.0.1
  2. Describe ways in which families consume goods and services. 1-E1.0.2
  3. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). 1-E1.0.3
  4. Describe reasons why people voluntarily trade. 1-E1.0.4
  5. Describe ways in which people earn money. 1-E1.0.5
  6. Describe how money simplifies trade. 1-E1.0.6
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## Public Discourse, Decision Making, And Civic Participation

### 1. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. P3.1

1. Identify public issues in the school community. 1-P3.1.1
  2. Use graphic data to analyze information about a public issue in the school community. 1-P3.1.2
  3. Identify alternative resolutions to a public issue in the school community. 1-P3.1.3
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### 2. Act constructively to further the public good. P4.2

1. Express a position on a public policy issue in the school community and justify the position with a reasoned argument. 1-P3.3.1
1. Develop and implement an action plan to address or inform others about a school issue. 1-P4.2.1
2. Participate in projects to help or inform others. 1-P4.2.2