



## Grade 1 Social Studies

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: History		Domain: History	
Number	Text	Number	Text
1.H.1	Identify continuity and change between past and present in community life using primary sources. <ul style="list-style-type: none"> <li><b>Examples:</b> clothing; the use of technology; methods of transportation; entertainment and customs; the roles of men, women, and children; ethnic and cultural groups; types of work; schools and education in the community; recreation.</li> </ul>	1.1.1	Identify continuity and change between past and present in community life using primary sources. <ul style="list-style-type: none"> <li><b>Examples:</b> clothing; the use of technology; methods of transportation; entertainment and customs; the roles of men, women, and children; ethnic and cultural groups; types of work; schools and education in the community; recreation.</li> </ul>
1.H.2	Identify American songs and symbols, and discuss their origins. <ul style="list-style-type: none"> <li><b>Examples:</b> Songs: “The Star-Spangled Banner” and “Yankee Doodle.” Symbols: The U.S. flag, the bald eagle, the Statue of Liberty.</li> </ul>	1.1.2	Identify American songs and symbols and discuss their origins. <ul style="list-style-type: none"> <li><b>Examples:</b> Songs: “The Star-Spangled Banner” and “Yankee Doodle”, Symbols: The United States Flag, the bald eagle, and the Statue of Liberty</li> </ul>

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<p><b>1.H.3</b></p>	<p>Identify local people from the past who have demonstrated good citizenship.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> war veterans, community leaders, volunteers.</li> </ul>	<p><b>1.1.3</b></p>	<p>Identify local people from the past who have demonstrated good citizenship.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> War veterans, community leaders, and volunteers</li> </ul>
<p><b>1.H.4</b></p>	<p>Identify people and events observed in national celebrations and holidays. (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Celebrations and holidays, such as Thanksgiving, Reverend Martin Luther King, Jr. Day, Presidents’ Day, Independence Day, Arbor Day, Veterans’ Day.</li> </ul>	<p><b>1.1.4</b></p>	<p>Identify people and events observed in national celebrations and holidays.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day.</li> </ul>
<p><b>1.H.5</b></p>	<p>Develop a simple timeline of important events in the student’s life. (E)</p>	<p><b>1.1.5</b></p>	<p>Develop a simple timeline of important events in the student’s life.</p>
<p><b>1.H.6</b></p>	<p>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. (E)</p>	<p><b>1.1.6</b></p>	<p>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><b>1.H.7</b></p>	<p>Explain how clocks and calendars are used to measure time.</p>	<p><b>1.1.7</b></p>	<p>Explain how clocks and calendars are used to measure time.</p>
<p><b>1.H.8</b></p>	<p>Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Johnny Appleseed, Paul Bunyan, John Henry.</li> </ul>	<p><b>1.1.8</b></p>	<p>Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Johnny Appleseed, Paul Bunyan, and John Henry</li> </ul>

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Civics and Government		Domain: Civics and Government	
Number	Text	Number	Text
1.C.1	<p>Identify rights that people have and the responsibilities that accompany these rights. (E)</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Students have the right to feel safe in the school and community, and they have the responsibility to follow community safety rules.</li> </ul>	1.2.1	<p>Identify rights that people have and identify the responsibilities that accompany these rights.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules</li> </ul>
1.C.2	<p>Define and give examples of rules and laws in the school and the community, and explain the benefits of these rules and laws.</p>	1.2.2	<p>Define and give examples of rules and laws in the school and the community and explain the benefits of these rules and laws.</p>
1.C.3	<p>Describe ways that individual actions can contribute to the common good of the classroom or community.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Students help to keep the classroom and school clean by properly disposing of trash.</li> </ul>	1.2.3	<p>Describe ways that individual actions can contribute to the common good of the classroom or community.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Students help to keep the classroom and school clean by properly disposing of trash.</li> </ul>
1.C.4	<p>Define what a citizen is and describe the characteristics of good citizenship. (E)</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family, and respecting property</li> </ul>	1.2.4	<p>Define what a citizen is and describe the characteristics of good citizenship.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family, and respecting property</li> </ul>

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<b>1.C.5</b>	Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.	<b>1.2.5</b>	Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.
<b>2023 Indiana Academic Standard</b>		<b>2020 Indiana Academic Standard</b>	
<b>Domain: Geography</b>		<b>Domain: Geography</b>	
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>
<b>1.G.1</b>	Identify the cardinal directions (i.e., north, south, east, and west) on maps and globes and at the classroom/school. (E)	<b>1.3.1</b>	Identify the cardinal directions (north, south, east, and west) on maps and globes and at the classroom/school.
<b>1.G.2</b>	Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes. (E)	<b>1.3.2</b>	Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.
<b>1.G.3</b>	Identify and describe the relative locations of places in the school setting. <ul style="list-style-type: none"> <li><b>Examples:</b> The relative location of the school might be described as “across the road from the fire station” or “near the river.”</li> </ul>	<b>1.3.3</b>	Identify and describe the relative locations of places in the school setting. <ul style="list-style-type: none"> <li><b>Examples:</b> The relative location of the school might be described as “across the road from the fire station” or “near the river.”</li> </ul>
<b>1.G.4</b>	Identify and describe physical features and human features of the local community, including home, school, and neighborhood.	<b>1.3.4</b>	Identify and describe physical features* and human features* of the local community including home, school, and neighborhood.
<b>1.G.5</b>	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.	<b>1.3.8</b>	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.

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		<b>1.3.5</b>	Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight during the different seasons of the year in relation to the Earth/sun relationship.
		<b>1.3.6</b>	Explain the effect of seasonal change on plants, animals, and people.
		<b>1.3.7</b>	<p>Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.</p> <ul style="list-style-type: none"> <li>• Examples: 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.</li> </ul>
		<b>1.3.9</b>	<p>Give examples of natural resources found locally and describe how people in the school and community use these resources and how they protect these resources for the future.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> 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.</li> </ul>

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Economics		Domain: Economics	
Number	Text	Number	Text
<b>1.E.1</b>	Identify goods (e.g., tangible objects, such as food or toys, that can satisfy people’s wants) that people use. (E)	<b>1.4.1</b>	Identify goods (tangible objects, such as food or toys, that can satisfy people’s wants) that people use.
<b>1.E.2</b>	Identify services (e.g., actions that someone does for someone else) that people do for each other. (E)	<b>1.4.2</b>	Identify services (actions that someone does for someone else) that people do for each other.
<b>1.E.3</b>	Explain that people have to make choices about goods and services because resources are limited in relation to people’s wants (e.g., scarcity).	<b>1.4.5</b>	Explain that people have to make choices about goods and services because resources are limited in relation to people’s wants (scarcity).
		<b>1.4.3</b>	Compare and contrast different jobs people do to earn income.
		<b>1.4.4</b>	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).
		<b>1.4.6</b>	Explain that people exchange goods and services to get the things they want.