



Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

# Indiana Academic Standards Resource Guide

## Social Studies

### 1<sup>st</sup> Grade

Created October 2021

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# APPENDIX A – TEACHER RESOURCE GUIDE

## 1<sup>st</sup> Grade Social Studies

Date of last update: October 2021

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

Adam McMickle  
Social Studies Specialist  
Indiana Department of Education  
[amcmickle@doe.in.gov](mailto:amcmickle@doe.in.gov)  
317-234-5599

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**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.

**1.1.1:** Identify continuity and change between past and present in community life using primary sources.

**Examples:** Clothing, the use of technology, methods of transportation, entertainment and customs; Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation

**Resources**  
[Clothing changes over time.](#)  
[Entertainment](#)  
[Changing roles of men, women and children](#)  
[Education](#)

1.1.2 Identify American songs and symbols and discuss their origins.

**Examples:** Songs: “The Star-Spangled Banner” and “Yankee Doodle”, Symbols: The United States Flag, the bald eagle, and the Statue of Liberty

**Resources**

[Star Spangled Banner](#)

[Yankee Doodle Dandy](#)

[America the Beautiful](#)

[Origins of the American Flag](#)

[Bald Eagle](#)

[Statue of Liberty](#)

1.1.3 Identify local people from the past who have demonstrated good citizenship.

**Examples:** War veterans, community leaders, and volunteers

**Resources**

[Notable Hoosiers](#)

1.1.4 Identify people and events observed in national celebrations and holidays.

**Examples:** Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day

**Resources**

[Independence Day](#)

[Martin Luther King Jr.](#)

[President's Day](#)

[Memorial Day](#)

[Veteran's Day](#)

[Arbor Day](#)

1.1.5 *Develop a simple timeline of important events in the student’s life.*

**Resources**

[Creating a Timeline](#)

1.1.6 *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.*

**Resources**

[Passage of Time](#)

1.1.7 *Explain how clocks and calendars are used to measure time.*

**Resources**

[History of Time](#)

- 1.1.8 Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.

**Examples:** Johnny Appleseed, Paul Bunyan, and John Henry

**Resources**

[Paul Bunyan](#)

[John Henry](#)

[Johnny Appleseed](#)

**Standard 2 Civics and Government:** Students explain the meaning of government; explain why rules and laws are needed in the school community. They identify individual rights and responsibilities and use a variety of sources to learn about the functions of government and roles of citizens.

- 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.

**Examples:** Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules

**Resources**

[Rights and Responsibilities](#)

[Rights and Responsibilities of Children \(Video\)](#)

- 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.

**Resources**

[Teaching Laws, Rights and Responsibilities \(Video\)](#)

[Rules and Laws](#)

- 1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community.

**Examples:** Students help to keep the classroom and school clean by properly disposing of trash.

**Resources**

[27+ Ways Kids Can Help Protect the Environment!](#)

- 1.2.4 Define what a citizen is and describe the characteristics of good citizenship.

**Examples:** Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family, and respecting property

**Resources**

[Citizenship Defined](#)

[What's A Good Citizen Lesson](#)

[What Makes A Good Citizen \(Video\)](#)

1.2.5 Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

**Resources**

[Pledge of Allegiance](#)

[Pledge of Allegiance \(Video\)](#)

**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.

1.3.1 Identify the cardinal directions (north, south, east, and west) on maps and globes and at the classroom/school.

**Resources**

[Cardinal Directions](#)

[Cardinal Directions \(Video\)](#)

1.3.2 Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.

**Resources**

[Continents Video](#)

[Hemispheres](#)

[Oceans Video](#)

[Maps](#)

1.3.3 Identify and describe the relative locations of places in the school setting.

**Examples:** The relative location of the school might be described as “across the road from the fire station” or “near the river.”

**Resources**

[Relative Location Lesson Plan](#)

1.3.4 Identify and describe physical features\* and human features\* of the local community including home, school, and neighborhood.

**Resources**

[Physical Features of Indiana](#)

[Fun Facts about Indiana](#)

- 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 in relation to the Earth/sun relationship.

**Resources**

[Weather Pattern \(Video\)](#)

[The Sun](#)

[Indiana Precipitation](#)

[Indiana Weather](#)

- 1.3.6 Explain the effect of seasonal change on plants, animals, and people.

**Resources**

[Seasons Lesson Plan](#)

- 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.

**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.

**Resources**

[Drawing a Map Lesson](#)

- 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.

**Resources**

[Ethnic Groups in Indiana](#)

[Culture Defined for Kids](#)

[Indiana Traditions](#)

- 1.3.9 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.

**Examples:** 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.

**Resources**

[Minerals in Indiana](#)

[Indiana Resources](#)

**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) that people use.

**Resources**

[Goods and Services](#)

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

**Resources**

[Goods and Services](#)

[Social Studies for Kids Goods and Services](#)

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

**Resources**

[Money Lesson Plans](#)

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).

**Resources**

[Money Lesson Plans](#)

1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants (scarcity).

**Resources**

[Money Lesson Plans](#)

[Economics for Kids: Needs and Wants \(Video\)](#)

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

**Resources**

[Money Lesson Plans](#)

[Economics for Kids: Needs and Wants \(Video\)](#)

[Bartering](#)