



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*



# Indiana Academic Standards Grade 1 Social Studies Crosswalk

2014 Standard Language	2020 Standard Language	Changes
<b>Grade 1 Social Studies</b>		
<b>Standard 1: History</b>		
1.1.1: Compare the way individuals in the community lived in the past with the way they live in the present.	1.1.1: Identify continuity and change between past and present in community life using primary sources.	Rewritten with similar content
1.1.2: Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc.	1.1.2: Identify American songs and symbols and discuss their origins.	2014 standard indicator 1.1.2 was removed.  2014 standard indicator 1.1.3 renumbered in 2020 to become 1.1.2.
1.1.4: Identify local people from the past who have shown honesty, courage and responsibility.	1.1.3: Identify local people from the past who have demonstrated good citizenship.	2014 standard indicator 1.1.4 renumbered to 2020 standard indicator 1.1.3.  <i>Removed shown honesty, courage, and responsibility</i>  <i>Added have demonstrated good citizenship</i>
1.1.5: Identify people and events observed in national celebrations and holidays.	1.1.4: Identify people and events observed in national celebrations and holidays.	2014 standard indicator 1.1.5 renumbered to 2020 standard indicator 1.1.4.
1.1.6: Develop a simple timeline of important events in the student's life.	1.1.5: Develop a simple timeline of important events in the student's life.	2014 standard indicator 1.1.6 renumbered to 2020 standard indicator 1.1.5.
1.1.7: Use the terms past and present; yesterday, today, and tomorrow; and next week and	1.1.6: Use the terms past and present; yesterday, today and tomorrow; and next week and	2014 standard indicator 1.1.7 renumbered to 2020 standard indicator 1.1.6.

last week to sequentially order events that have occurred in the school.	last week to sequentially order events that have occurred in the school.	
1.1.8: Explain how clocks and calendars are used to measure time.	1.1.7: Explain how clocks and calendars are used to measure time.	2014 standard indicator 1.1.8 renumbered to 2020 standard indicator 1.1.7.
1.1.9: Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.	1.1.8: Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.	2014 standard indicator 1.1.9 renumbered to 2020 standard indicator 1.1.8.
<b>Standard 2: Civics and Government</b>		
1.2.1: Identify rights that people have and identify the responsibilities that accompany these rights.	1.2.1: Identify rights that people have and identify the responsibilities that accompany these rights.	No change
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.	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.	No change
1.2.3: Describe ways that individual actions can contribute to the common good of the classroom or community.	1.2.3: Describe ways that individual actions can contribute to the common good of the classroom or community.	No change
1.2.4: Define what a citizen is and describe the characteristics of good citizenship.	1.2.4: Define what a citizen is and describe the characteristics of good citizenship.	No change
1.2.5: Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.	1.2.5: Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.	No change
<b>Standard 3: Geography</b>		

1.3.1: Identify the cardinal directions (north, south, east and west) on maps and globes (Cardinal directions: north, south, east, and west)	1.3.1: Identify the cardinal directions (north, south, east, and west) on maps and globes and at the classroom/school.	Removed <i>examples</i>  Added <i>and at the classroom/school</i>
1.3.2: Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.	1.3.2: Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.	No change
1.3.3: Identify and describe the relative locations of places in the school setting.	1.3.3: Identify and describe the relative locations of places in the school setting.	No change
1.3.4: Identify and describe physical features* and human features* of the local community including home, school, and neighborhood.	1.3.4: Identify and describe physical features* and human features* of the local community including home, school, and neighborhood.	No change
1.3.5: Summarize weather patterns in the community, including temperature, precipitation, cloud cover, and the amount of sunlight during the different seasons	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.	Added <i>of the year in relation to the Earth/sun relationship</i>
1.3.6: Explain the effect of seasonal change on plants, animals, and people.	1.3.6: Explain the effect of seasonal change on plants, animals, and people.	No change
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.	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.	No change
1.3.8: Compare cultural similarities and differences of various ethnic and cultural	1.3.8: Compare cultural similarities and differences of various ethnic and cultural	No change

groups found in Indiana such as family traditions and customs, and traditional clothing and food.	groups found in Indiana such as family traditions and customs, and traditional clothing and food.	
1.3.9: Give examples of natural resources found locally and describe how people in the school and community use these resources.	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.	<i>Added and how they protect these resources for the future</i>
<b>Standard 4: Economics</b>		
1.4.1: Identify goods (tangible objects, such as food or toys, that can satisfy people’s wants and needs) that people use.	1.4.1: Identify goods (tangible objects, such as food or toys, that can satisfy people’s wants that people use.	<i>Removed and needs</i>
1.4.2: Identify services (actions that someone does for someone else) that people do for each other.	1.4.2: Identify services (actions that someone does for someone else) that people do for each other.	No change
1.4.3: Compare and contrast different jobs people do to earn income.	1.4.3: Compare and contrast different jobs people do to earn income.	No change
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).	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).	No change
1.4.5: Explain that people have to make choices about goods and services because resources are limited in relation to people’s wants and needs (scarcity).	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).	<i>Removed and needs</i>



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1.4.6: Explain that people exchange goods and services to get the things they want and need.	1.4.6: Explain that people exchange goods and services to get the things they want.	Removed <i>and need</i>
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