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Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards Social Studies: Grade 1



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Introduction

The Indiana Academic Standards for grade 1 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Grade 1 / Home, School, and Neighborhood

At the first grade level, students develop thinking and decision-making skills through active participation as members of their school and neighborhood. They learn to identify events and changes taking place in the school and local community and classify events as taking place “today,” “yesterday,” and “long ago.” They explore geographic relationships in their immediate environment, make models and maps to show locations of familiar surroundings, and recognize maps and globes as representations of the Earth. Grade 1 students have the opportunities to discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. Students in grade one learn to explain why rules are needed in groups and learn how to apply rules to different group situations. They are given opportunities to practice citizenship skills through participation in a variety of group activities.

Indiana academic standards for grade 1 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 1 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History

Standard 1: 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.

Historical Knowledge

<p>1.1.1</p>	<p><i>Identify continuity and change between past and present in community life using primary sources.</i></p> <ul style="list-style-type: none"> ● 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
<p>1.1.2</p>	<p><i>Identify American songs and symbols and discuss their origins.</i></p> <ul style="list-style-type: none"> ● Examples: Songs: “The Star-Spangled Banner” and “Yankee Doodle”, Symbols: The United States Flag, the bald eagle, and the Statue of Liberty
<p>1.1.3</p>	<p><i>Identify local people from the past who have demonstrated good citizenship.</i></p> <ul style="list-style-type: none"> ● Examples: War veterans, community leaders, and volunteers
<p>1.1.4</p>	<p><i>Identify people and events observed in national celebrations and holidays.</i></p> <ul style="list-style-type: none"> ● Examples: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day

Chronological Thinking, Historical Analysis and Interpretation, and Research

1.1.5	<i>Develop a simple timeline of important events in the student's life.</i>
1.1.6	<i>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.</i>
1.1.7	<i>Explain how clocks and calendars are used to measure time.</i>
1.1.8	<i>Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.</i> <ul style="list-style-type: none">● Examples: Johnny Appleseed, Paul Bunyan, and John Henry

Civics and Government

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

Foundations of Government

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

Functions of Government

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.

Roles of Citizens

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.

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



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1.2.5

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

Geography	
Standard 3: 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.	
World in Spatial Terms	
1.3.1	<i>Identify the cardinal directions (north, south, east, and west) on maps and globes and at the classroom/school.</i>
1.3.2	<i>Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.</i>
Places and Regions	
1.3.3	<i>Identify and describe the relative locations of places in the school setting.</i> <ul style="list-style-type: none"> ● Examples: <i>The relative location of the school might be described as “across the road from the fire station” or “near the river.”</i>
1.3.4	<i>Identify and describe physical features* and human features* of the local community including home, school, and neighborhood.</i>
Physical Systems	
1.3.5	<i>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.</i>

1.3.6	<i>Explain the effect of seasonal change on plants, animals, and people.</i>
Human Systems	
1.3.7	<p><i>Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.</i></p> <ul style="list-style-type: none"> ● Examples: <i>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.</i>
1.3.8	<i>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.</i>
Environment and Society	
1.3.9	<p><i>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></p> <ul style="list-style-type: none"> ● Examples: <i>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.</i>

Economics

Standard 4: Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

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| 1.4.1 | <i>Identify goods (tangible objects, such as food or toys, that can satisfy people's wants) that people use.</i> |
| 1.4.2 | <i>Identify services (actions that someone does for someone else) that people do for each other.</i> |
| 1.4.3 | <i>Compare and contrast different jobs people do to earn income.</i> |
| 1.4.4 | <i>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).</i> |
| 1.4.5 | <i>Explain that people have to make choices about goods and services because resources are limited in relation to people's wants (scarcity).</i> |
| 1.4.6 | <i>Explain that people exchange goods and services to get the things they want.</i> |



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Terminology is listed in the order it appears in standards.

citizen: someone with rights and responsibilities in a particular community, city, state or country

relative location: the location of a place in relation to another place or places

human features: features created by humans, such as buildings, cities, roads and farms

physical features: geographic features that occur in nature, such as land and water forms, natural vegetation and wildlife