INDIANA DEPARTMENT of EDUCATION

2023 INDIANA ACADEMIC STANDARDS

SOCIAL STUDIES

GRADE 1



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Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 1 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, 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. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards.

Content-Specific Considerations

The Indiana Academic Standards for Grade 1 Social Studies consist of four domains: History, Civics and Government, Geography, and Economics. The skills listed in each domain indicate

what students should know and be able to do in Social Studies by the end of the grade level. Examples, when provided within the context of a standard, are intended to help illustrate the conveyed meaning of the standards and offer suggestions for instructional focus. Any examples listed for a standard are not designed to be limiting or otherwise exclusive.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

Grade 1 Social Studies

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an "E." The learning outcome statement for each domain immediately precedes each set of standards.

History	
Learning Outcome: Students identify continuity and change in the different communities around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.	
1.H.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; the roles of men, women, and children; ethnic and cultural groups; types of work; schools and education in the community; recreation.
1.H.2	Identify American songs and symbols, and discuss their origins. • **Examples:** Songs: "The Star-Spangled Banner" and "Yankee Doodle." Symbols: The U.S. flag, the bald eagle, the Statue of Liberty.
1.H.3	Identify local people from the past who have demonstrated good citizenship. • **Examples:** war veterans, community leaders, volunteers.
1.H.4	Identify people and events observed in national celebrations and holidays. (E) • **Examples:** Celebrations and holidays, such as Thanksgiving, Reverend Martin Luther King, Jr. Day, Presidents' Day, Independence Day, Arbor Day, Veterans' Day.
1.H.5	Develop a simple timeline of important events in the student's life. (E)
1.H.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. (E)
1.H.7	Explain how clocks and calendars are used to measure time.
1.H.8	Distinguish between historical fact and fiction in American folktales and legends that are part of American culture. • **Examples:** Johnny Appleseed, Paul Bunyan, John Henry.
Civics and Government	
Learning Outcome: Students explain the meaning of government and 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.	
1.C.1	Identify rights that people have and the responsibilities that accompany these rights. (E) • **Examples:** Students have the right to feel safe in the school and community, and they have the responsibility to follow community safety rules.

1.C.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.C.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.C.4	Define the term citizens and describe the characteristics of good citizenship. (E) • **Examples:** fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family, respecting property.
1.C.5	Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.
Geography	
Learning Outcome: Students identify the basic elements of maps and globes. They identify selected geographic characteristics of their home, school, and neighborhood.	
1.G.1	Identify the cardinal directions (i.e., north, south, east, and west) on maps and globes and at the classroom/school. (E)
1.G.2	Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes. (E)
1.G.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.”
1.G.4	Identify and describe physical features and human features of the local community, including home, school, and neighborhood.
1.G.5	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.
Economics	
Learning Outcome: Students explain how people in the school and community use goods and services and make choices as both producers and consumers.	
1.E.1	Identify goods (e.g., tangible objects, such as food or toys, that can satisfy people’s wants) that people use. (E)
1.E.2	Identify services (e.g., actions that someone does for someone else) that people do for each other. (E)
1.E.3	Explain that people have to make choices about goods and services because resources are limited in relation to people’s wants (e.g., scarcity).