

Grade 1

History H

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 Identify the impact the past has on the present way of life in the community using primary sources. 1.H.1
- 2 Identify songs and symbols that represent the American experience and discuss their origins. 1.H.2
- 3 Identify local people from the past who have demonstrated good citizenship. 1.H.3
- 4 Identify people and events observed in national celebrations and holidays. (E) 1.H.4
- 5 Develop a simple timeline of important events in the student's life. (E) 1.H.5
- 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. 1.H.6
- 7 Explain how clocks and calendars are used to measure time. 1.H.7
- 8 Distinguish between historical fact and fiction in American folktales and legends that are part of American culture. 1.H.8

Civics and Government C

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 Identify rights that people have and the responsibilities that accompany these rights. (E) 1.C.1
- 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.2
- 3 Describe ways that individual actions can contribute to the common good of the classroom or community. 1.C.3
- 4 Define citizen and describe the characteristics of good citizenship. (E) 1.C.4
- 5 Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States. 1.C.5

Geography G

Students identify the basic elements of maps and globes. They identify selected geographic characteristics of their home, school, and neighborhood.

- 1 Identify the cardinal directions (i.e., north, south, east, and west) on maps and globes and at the classroom or school. (E) 1.G.1

- 2 Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes. (E) 1.G.2
 - 3 Identify and describe the relative locations of places in the school setting. 1.G.3
 - 4 Identify and describe physical features and man-made features of the local community, including home, school, and neighborhood. 1.G.4
 - 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. 1.G.5
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Economics E

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

- 1 Identify goods that people use. (E) 1.E.1
- 2 Identify services that people provide for others. (E) 1.E.2
- 3 Explain that people must make choices about goods and services because resources are limited in relation to people's wants (e.g., scarcity). 1.E.3