

# Grade 1

## Inquiry Standards

### Develop Questions and Plan Inquires

- 1 Ask questions about disciplinary content and discuss ways to learn. [SS.1.1](#)
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### Gather, Interpret, and Evaluate Sources

- 2 With teacher guidance, gather information from different sources and explain what they show about a topic. [SS.1.2](#)
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### Claims and Evidence

- 3 With teacher guidance, share facts and opinions about topics and support them with evidence. [SS.1.3](#)
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### Communicate Conclusions

- 4 Construct responses to compelling questions using examples. [SS.1.4](#)
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### Civic Engagement and Participation

- 5 Describe ways people can participate in their community and explain why being involved is important. [SS.1.5](#)
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## Where We Live

### Geography: Human-Environment Interaction

- 6 Explain why people have different jobs in the community. [SS.1.6](#)
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### Geography: Geographic Tools

- 7 Locate and explain physical features on a variety of maps. [SS.1.7](#)
  - 8 Construct a simple map. [SS.1.8](#)
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### Geography: Places and Regions

- 9 Compare and contrast routes within communities using maps and other geographic models. [SS.1.9](#)
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### Civics/Government: Citizenship and Civic Rights and Responsibilities

- 10 Describe ways people show belonging and citizenship in their community. [SS.1.10](#)
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## People and Places

### Geography: Human Movement and Patterns

- 11 Explain why people choose to live in various communities or regions. [SS.1.11](#)

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**Geography: Geographic Tools**

- 12 Identify and locate the local community, county, and state capital on a map. [SS.1.12](#)
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**Civics/Government: Citizenship and Civic Rights and Responsibilities**

- 13 Explain that members of a town, city, or community have certain rights and responsibilities. [SS.1.13](#)
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**Economics/Financial Literacy: Exchange and Markets**

- 14 Compare how people in different types of communities use goods from local and distant places to meet their daily needs. [SS.1.14](#)
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**Cultures and Traditions****Geography: Places and Regions**

- 15 Identify different beliefs, traditions, and customs within a community. [SS.1.15](#)
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**History: Change, Continuity and Context**

- 16 Describe the ways beliefs, traditions, and customs are passed from previous generations to the present. [SS.1.16](#)
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**Civics/ Government: Constitutional Principles and Civic Virtues**

- 17 Explain why respecting others' beliefs, traditions, and customs is part of being a good citizen. [SS.1.17](#)
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**History: Chronological Reasoning and Causation**

- 18 Describe the historical origins of festivals and celebrations that represent the diverse cultures of the state. [SS.1.18](#)
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**People at Work and Careers (Financial Literacy)****Economics/Financial Literacy: Financial and Career Goals**

- 19 Explain how different jobs in the community help meet people's needs through goods and services. [SS.1.19](#)
- 20 Identify individual skills and interests that influence education, jobs and career goals. [SS.1.20](#)
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**Economics/Financial Literacy: Saving, Spending and Investing**

- 21 Describe spending, saving and borrowing. [SS.1.21](#)
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**History: Change, Continuity, and Context**

- 22 Compare jobs from the past to the present and discuss how tools, technology, or transportation have changed how people work. [SS.1.22](#)