

Grade 1

Inquiry Anchor Standards

A Constructing Compelling Questions

- 1 Explain why a compelling question is important. [SS.1.1.](#)
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B Constructing Supporting Questions

- 1 Generate supporting questions across the social studies disciplines related to compelling questions. [SS.1.2.](#)
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C Gathering and Evaluating Sources

- 1 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion [SS.1.3.](#)
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D Communicating and Critiquing Conclusions

- 1 Construct responses to compelling questions using examples. [SS.1.4.](#)
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E Taking Informed Action

- 1 Take group or individual action to help address local, regional, and/or global problems. [SS.1.5.](#)
 - 2 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms. [SS.1.6.](#)
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Content Anchor Standards

A Recognize the Interaction Between the Individual and Various Groups

- 1 Investigate how social identities can influence students' own and others' thoughts and behaviors. [SS.1.7.](#)
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B Examine Factors that Led to Continuity and Change on Human Development and Behavior

- 1 Identify students' own cultural practices and those of others within the community and around the world. [SS.1.8.](#)
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C Apply Civic Virtues and Democratic Principles

- 1 Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills) [SS.1.9.](#)

D Interpret Processes, Rules and Laws

- 1 Compare and contrast rules or laws within different communities and cultures. (21st century skills) [SS.1.10.](#)

E Engage in Economic Decision Making

- 1 Compare the goods and services that people in the local community produce with those that are produced in other communities. [SS.1.11.](#)

F Assess the Global Economy

- 1 Explain why people in one country trade goods and services with people in other countries. [SS.1.12.](#)

G Develop Financial and Career Goals

- 1 Explain why people have different jobs in the community. (21st century skills) [SS.1.13.](#)

H Analyze Credit and Debt Levels

- 1 Explain why something borrowed must be returned. (21st century skills) [SS.1.14.](#)

I Evaluate Savings and Long Term Investments

- 1 Describe the role of financial institutions in the community in order to save and invest. (21st century skills) [SS.1.15.](#)

J Create Geographic Representations

- 1 Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics. [SS.1.16.](#)

K Evaluate Human Environment Interaction

- 1 Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S. [SS.1.17.](#)

L Analyze Human Population, Movement, and Patterns

- 1 Use a map to detail the journey of particular people, goods, or ideas as they move from place to place. [SS.1.18.](#)
- 2 Compare how people in different types of communities use goods from local and distant places to meet their daily needs. [SS.1.19.](#)

M Analyze Change, Continuity, and Context

- 1 Create a chronological sequence of multiple related events in the past and present using specific times. [SS.1.20.](#)
- 2 Compare life in the past to life today within different communities and cultural groups, including indigenous communities. [SS.1.21.](#)

N Critique Historical Sources and Evidence

- 1 Given context clues, develop a reasonable idea about who created a primary or secondary source, when they created it, where they created it, and why they created it. [SS.1.22.](#)
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O Iowa History

- 1 Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities. [SS.1.23.](#)