Maryland Social Studies

Grade 1

Adopted 2021

Civics

1. **Explain the importance of community by:** C.1
   a. identifying communities that are unique and common to students. C.1.A
   b. explaining how both leaders and members create and uphold rules to promote a fair and safe community. C.1.B
   c. recognizing the impact and contributions of their community leaders. C.1.C
   d. analyzing celebrations that are shared by members of a school community. C.1.D
   e. identifying the benefits of being a part of a community. C.1.E

2. **Explain the importance of leaders by:** C.2
   a. identifying leaders in the classroom, school, home, and community. C.2.A
   b. explaining the purpose and responsibilities of a leader to promote the common good. C.2.B
   c. describing the characteristics of a good leader. C.2.C

3. **Describe the importance of cooperation by:** C.3
   a. defining cooperation as the efforts made by a group of people to meet a common goal. C.3.A
   b. analyzing examples of how cooperation helps accomplish tasks at home and school. C.3.B
   c. identifying common goals of the school community. C.3.C
   d. explaining why school goals cannot be reached by individuals alone. C.3.D

4. **Analyze community problem solving by:** C.4
   a. analyzing a community problem and create potential solutions for the common good. C.4.A
   b. identifying how multiple perspectives in a community can complicate conflict resolution. C.4.B
   c. applying the key steps of the voting process including the nomination of ideas, the discussion of those ideas, and the voting for selection of those ideas. C.4.C
   d. voting on possible solutions for community problems. C.4.D

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5. **Explain the importance of civic engagement by:** C.5

a. defining civic engagement as being an active learner and participating in the community. C.5.A

b. identifying how students can be civically engaged in the classroom, home, school, and community. C.5.B

c. comparing tools of communication that are used to be an active participant in the community. C.5.C

d. describing how people impact their community by being civically engaged. C.5.D

Geography

1. **Explain how location makes their community unique by:** G.1

   a. applying cardinal directions on maps, globes, GPS, and Google Earth. G.1.A

   b. describing the relative location of Maryland by identifying the equator and north and south poles. G.1.B

   c. identifying continents and oceans near and far from Maryland on maps and globe. G.1.C

   d. locating key physical features and human-made features in their school community using maps and other geographic tools. G.1.D

   e. describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west). G.1.E

   f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community. G.1.F

2. **Analyze the human and environmental interactions in their school community by:** G.2

   a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter. G.2.A

   b. describing why and how people in Maryland protect the environment. G.2.B

   c. explaining how people adapt to changes in the environment. G.2.C

3. **Describe how transportation and communication link people and places by the movement of goods and ideas by:** G.3

   a. explaining how transportation links goods and people both near and far. G.3.A

   b. explaining how communication links people to ideas both near and far. G.3.B

   c. identifying goods and ideas in their community that come from both near and far. G.3.C

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Economics

1. **Analyze the role of scarcity in their life by:** E.1
   a. explaining why limited productive resources create scarcity. E.1.A
   b. identifying natural and human productive resources in schools. E.1.B
   c. explaining why natural and human productive resources are limited in schools. E.1.C

2. **Analyze trade by:** E.2
   a. identifying goods and services that are provided by a school and local businesses. E.2.A
   b. identifying barter as a form of trade. E.2.B
   c. explaining that people benefit when they trade voluntarily. E.2.C
   d. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. E.2.D

3. **Analyze decision making by:** E.3
   a. determining that people make choices because of limited resources. E.3.A
   b. identifying that incentives influence the choices we make. E.3.B
   c. explaining that the consequences of choices lie in the future. E.3.C
   d. identifying trade-offs as the options that people give up when they make a choice. E.3.D

4. **Analyze borrowing and lending by:** E.4
   a. identifying times when people borrow and lend goods or services. E.4.A
   b. determining that people lend goods and services to help others and to benefit. E.4.B
   c. explaining potential risks and benefits associated with lending and borrowing. E.4.C
   d. explaining the importance of paying back borrowed goods and services to the lender. E.4.D

History

1. **Analyze change over time by:** H.1
   a. analyzing school schedules to determine past, present, and future. H.1.A
   b. classifying activities of the day according to themes. H.1.B
   c. constructing personal timelines that show events from the past, present, and dreams for the future. H.1.C

2. **Analyze life in the past by:** H.2
   a. analyzing photographs, images, and text from schools in the past. H.2.A
   b. comparing images and text descriptions of schools from the past with today. H.2.B

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c. explaining how life today is similar and different than in the past using evidence from a variety of sources. H.2.C