Massachusetts History and Social Science

Grade 1

Adopted 2018

Standards for History and Social Science Practice

1. **Demonstrate civic knowledge, skills, and dispositions.** HSSP.1
2. **Develop focused questions or problem statements and conduct inquiries.** HSSP.2
3. **Organize information and data from multiple primary and secondary sources.** HSSP.3
4. **Analyze the purpose and point of view of each source; distinguish opinion from fact.** HSSP.4
5. **Evaluate the credibility, accuracy, and relevance of each source.** HSSP.5
6. **Argue or explain conclusions, using valid reasoning and evidence.** HSSP.6
7. **Determine next steps and take informed action, as appropriate.** HSSP.7

History and Social Science and the Standards for Literacy (Pre-K - 5)

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text. 1.RI.1
2. Identify the main topic and retell key details of a text. 1.RI.2
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.RI.3

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1.RI.4
5. Know and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.RI.5
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.6

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas. 1.RI.7
8. Identify the reasons an author gives to support points in a text. 1.RI.8
9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 1.RI.9

Skip to main content

Range of Reading and Level of Text Complexity

10. With prompting and support, read and comprehend informational texts exhibiting complexity for at least grade 1. 1.RI.10

Writing Standards

Text Types and Purposes

1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.W.1
2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.2
3. Write narratives in prose or poem form that recount a sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate; and provide some sense of closure. 1.W.3
    a. For poems, use rhyming words and long or short vowel sounds to create structure. 1.W.3.A

Production and Distribution of Writing

4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. 1.W.4
5. With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. 1.W.5
    a. Begins in grade 3. 1.W.5.A
    b. Demonstrate the ability to choose and use appropriate vocabulary. 1.W.5.B
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 1.W.6

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions). 1.W.7
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 1.W.8
9. Begins in grade 4. 1.W.9

Range of Writing

10. Write routinely for a range of tasks, purposes, and audiences. 1.W.10

Speaking and Listening Standards

Skip to main content

Comprehension and Collaboration

1. Participate in collaborative discussions with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 1.SL.1
    a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.SL.1.A
    b. Build on others' talk in conversations by responding to comments through multiple exchanges. 1.SL.1.B
    c. Ask questions to clear up any confusion about the topics and texts under discussion. 1.SL.1.C
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.2
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 1.SL.3

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. 1.SL.4
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 1.SL.5
6. Produce complete sentences when appropriate to task and situation. 1.SL.6

Grade 1: Leadership, Cooperation, Unity and Diversity

Civics: communities, elections, and leadership

1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others. 1.T1.1
2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal. 1.T1.2
3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions. 1.T1.3
4. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader. 1.T1.4
5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting. 1.T1.5
6. Explain that an election is a kind of voting in which people select leaders. 1.T1.6
7. Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles. 1.T1.7

Skip to main content

8. Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include
electing leaders who serve fixed terms
paying attention to the leader's actions, and
deciding whether or not to re-elect them on the basis of how well they have served citizens. `1.T1.8`
9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the Unites States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities. `1.T1.9`
10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences. `1.T1.10`

Geography: places to explore

1. Explain that a map represents spaces and helps one identify locations and features. `1.T2.1`
2. Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., Boston, Massachusetts, Washington D.C., Mexico City, Mexico) and investigate factors that explain why these locations became important cities. `1.T2.2`
3. Explain that a city that is called a capital is the center of government for a state or nation. `1.T2.3`
4. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places. `1.T2.4`
5. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages. `1.T2.5`

History: unity and diversity in the United States

1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures). `1.T3.1`

Skip to main content

2. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs: 1.T3.2
    a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty) 1.T3.2.A
    b. words, mottoes, phrases, and sentences associated with the United States (e.g., "U.S." or "America" standing for United States of America, the Latin motto, "E pluribus unum," on coins, currency, and the seal of the United States, translated as "Out of Many, One," and the" Pledge of Allegiance") 1.T3.2.B
    c. the melodies and lyrics of patriotic songs (e.g., "America the Beautiful," "My Country, 'Tis of Thee," "God Bless America," and "The Star-Spangled Banner") 1.T3.2.C
3. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., in the past or future; present, past, and future tenses of verbs). 1.T3.3

Economics: resources and choices

1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing). 1.T4.1
2. Distinguish a renewable resource from a non-renewable resource. 1.T4.2
3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services. 1.T4.3
4. Explain what it means to be employed and define the terms income, wages, and salary. 1.T4.4
5. Give examples of products (goods) that people buy and use. 1.T4.5
6. Give examples of services people do for each other. 1.T4.6
7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two). 1.T4.7
8. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment). 1.T4.8
9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency). 1.T4.9