Michigan Social Studies

Grade 1

Adopted 2019

Social Studies Process And Skills Standards

P1. Reading And Communication – Read And Communicate Effectively K-5.P1

1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. K-5.P1.1
2. Differentiate between primary and secondary source documents. K-5.P1.2
3. Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. K-5.P1.3
4. Identify point of view and bias. K-5.P1.4

P2. Inquiry, Research, And Analysis K-5.P2

1. Use compelling and supporting questions to investigate social studies problems. K-5.P2.1
2. Differentiate between compelling questions and supporting questions. K-5.P2.2
3. Use supporting questions to help answer compelling social studies questions. K-5.P2.3
4. Know how to find relevant evidence from a variety of sources. K-5.P2.4
5. Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. K-5.P2.5

P3. Public Discourse And Decision Making K-5.P3

1. State an issue as a question of public policy and discuss possible solutions from different perspectives. K-5.P3.1
2. Apply Democratic Values or Constitutional Principles to support a position on an issue. K-5.P3.2
3. Construct an argument and justify a decision supported with evidence. K-5.P3.3
4. Explain the challenges people have faced and actions they have taken to address issues at different times and places. K-5.P3.4

P4. Civic Participation K-5.P4

1. Act out of the rule of law and hold others to the same standard. K-5.P4.1
2. Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. K-5.P4.2
3. Explain different strategies students and others could take to address problems and predict possible results. K-5.P4.3

Skip to main content

4. Use democratic procedures to make decisions on civic issues in the school or classroom. K-5.P4.4

History

H2. Use historical thinking to understand the past. H2

1. Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months. 1-H2.0.1
2. Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life. 1-H2.0.2
3. Use historical sources to draw possible conclusions about family or school life in the past. Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts. 1-H2.0.3
4. Compare life today with life in the past using the criteria of family, school, jobs, or communication. 1-H2.0.4
5. Identify the events or people celebrated during U.S. national holidays and why we celebrate them. Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day. 1-H2.0.5

Geography

G1. Use geographic representations to acquire, process, and report information from a spatial perspective. G1

1. Construct simple maps of the classroom to demonstrate aerial perspective. 1-G1.0.1
2. Describe places using absolute location or relative location. 1-G1.0.2
3. Distinguish between landmasses and bodies of water using maps and globes. 1-G1.0.3

G2. Understand how regions are created from common physical and human characteristics. G2

1. Distinguish between physical and human characteristics of places. 1-G2.0.1
2. Describe the unifying characteristics and boundaries of different school regions. 1-G2.0.2

G4. Understand how human activities help shape the Earth's surface. G4

1. Use components of culture to describe diversity in family life. 1-G4.0.1

G5. Understand the effects of human-environment interactions. G5

1. Describe ways in which people are part of, modify, and adapt to their physical environments. 1-G5.0.1
2. Describe ways in which the physical environment in a place or region affects people's lives. 1-G5.0.2

Skip to main content

Civics And Government

C1. Explain why people create governments. C1

1. Explain the need for rules and purposes of rules. 1-C1.0.1
2. Give examples of the use of power with authority and power without authority in school. 1-C1.0.2

1. Explain fair ways to make decisions and resolve conflicts in the school community. 1-C2.0.1
2. Identify important symbols of the United States of America and what they represent. 1-C2.0.2

C5. Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. C5

1. Describe some responsibilities people have at home and at school. 1-C5.0.1
2. Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. 1-C5.0.2

Economics

E1. Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1

1. Distinguish between producers and consumers of goods and services. 1-E1.0.1
2. Describe ways in which families consume goods and services. 1-E1.0.2
3. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). 1-E1.0.3
4. Describe reasons why people voluntarily trade. 1-E1.0.4
5. Describe ways in which people earn money. 1-E1.0.5
6. Describe how money simplifies trade. 1-E1.0.6

Public Discourse, Decision Making, And Civic Participation

1. Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. P3.1

1. Identify public issues in the school community. 1-P3.1.1
2. Use graphic data to analyze information about a public issue in the school community. 1-P3.1.2
3. Identify alternative resolutions to a public issue in the school community. 1-P3.1.3

Skip to main content

2. **Act constructively to further the public good.** P4.2

    1. Express a position on a public policy issue in the school community and justify the position with a reasoned argument. 1-P3.3.1

    1. Develop and implement an action plan to address or inform others about a school issue. 1-P4.2.1

    2. Participate in projects to help or inform others. 1-P4.2.2