Rhode Island Social Studies

Grade 1

Adopted 2023

Anchor Standards

Civics and Government

1. Identify what political power is and who has political power in a society. CG.P.1
2. Explain how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences. CG.P.2
3. Analyze the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences. CG.P.3
4. Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences. CG.P.4

1. Identify what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students. CG.RL.1
2. Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences. CG.RL.2
3. Analyze how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences. CG.RL.3
4. Argue how rules and laws can be used to create an equitable society. CG.RL.4

1. Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them. CG.RR.1
2. Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes. CG.RR.2
3. Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society. CG.RR.3
4. Argue for a possible solution to make rights equitable and the roles of those involved in pursuing that solution. CG.RR.4

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istory

1. Identify historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences. H.CC.1
2. Explain multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance. H.CC.2
3. Analyze multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance. H.CC.3
4. Argue how social change, intersectional identities, and lived experiences are crucial to the study and practice of history. H.CC.4

1. Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change. H.HP.1
2. Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed. H.HP.2
3. Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences. H.HP.3
4. Argue, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events. H.HP.4

1. Identify peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations. H.IG.1
2. Explain how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance. H.IG.2
3. Analyze historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance. H.IG.3
4. Argue how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history. H.IG.4

Geography

1. Identify the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration. H.HSP.1
2. Explain how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems. H.HSP.2
3. Analyze how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems. H.HSP.3

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4. Argue how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels. H.HSP.4

1. Identify the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels. G.HPE.1
2. Explain how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems. G.HPE.2
3. Analyze how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making. G.HPE.3
4. Argue how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable. G.HPE.4

1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance. G.WST.1
2. Explain how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations. G.WST.2
3. Analyze multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events. G.WST.3
4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use. G.WST.4

Economics

1. Identify the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar. E.SA.1
2. Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why. E.SA.2
3. Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes. E.SA.3
4. Argue how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change. E.SA.4

1. Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements. E.PC.1

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2. Explain who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities E.PC.2
3. Analyze how individuals and communities acting through intersectional identities and lived experiences can affect the means of production. E.PC.3
4. Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities. E.PC.4

1. Identify the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities. E.EG.1
2. Explain how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems. E.EG.2
3. Analyze how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized. E.EG.3
4. Argue how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system. E.EG.4

Content Standards

Grade 1 - Living and Working Together in Local Communities

1. Explain what makes a community a community. SS1.1.1
   a. Explain the meaning of community SS1.1.1.A
   b. Identify the people who make up a community SS1.1.1.B
   c. Explain the use of buildings and places that are part of a community SS1.1.1.C
   d. Explain the availability of resources, goods, and services that are available in a community (e.g., stores, library, schools) SS1.1.1.D
2. Explain how to read a map for various purposes such as identifying addresses and sharing directions. SS1.1.2
   a. Identify students' home addresses and addresses for other family members and friends SS1.1.2.A
   b. Identify components of maps (e.g., compass rose, where things are in relation to each other, taking a bird's eye view of a place) SS1.1.2.B
   c. Identify places of the world on physical and electronic maps SS1.1.2.C
   d. Explain how to give directions using a physical map and an electronic mapping tool SS1.1.2.D

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3. Explain the physical features of the local community and its available goods and services. SS1.1.3
    a. Identify the landscape around students' homes and in their communities (such as urban, rural, suburban, has trees, hilly) SS1.1.3.A
    b. Identify places that provide resources, goods, and services near their homes and in the community, and explain how those resources are made available, and to whom SS1.1.3.B
    c. Explain the different types of homes in students' communities (e.g., houses, apartments, shelters) SS1.1.3.C
    d. Identify that there may be people who are unhoused in their communities and there may be shelters and services that are available to them SS1.1.3.D
4. Explain the use of available natural resources in the local community. SS1.1.4
    a. Identify natural resources (e.g., forests, water, land) in the local community, and explain how the community uses those resources SS1.1.4.A
    b. Explain how humans can change those resources (e.g., by adding things such as buildings and fisheries, damming a river to make a reservoir for drinking water, community expansion over open land) SS1.1.4.B
    c. Explain how natural resources can contribute to jobs (e.g., forestry, construction, fishing, and mining) SS1.1.4.C

1. Analyze the culture and diversity in local communities. SS1.2.1
    a. Identify the meanings of "culture" and "diversity," and explain the characteristics of culture SS1.2.1.A
    b. Identify cultures represented in students' communities and where in the world those cultures originated from, and explain characteristics of their cultures (e.g., food traditions, clothing traditions, art and musical traditions, religious beliefs, heritage celebrations) SS1.2.1.B
    c. Identify local Indigenous communities (e.g., Nahaganset (Narragansett), Nehantick and Eastern Nehantick (Niantic), Nipmuc, Manissean, Massachuset, and Wampanoag (Pokanoket), and explain characteristics of their cultures (e.g., food traditions, regalia, art and musical traditions, heritage celebrations) SS1.2.1.C
    d. Analyze similarities and differences between cultures in their communities SS1.2.1.D
    e. Explain ways people show pride or belonging to their community SS1.2.1.E

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2. Analyze the ways communities change. SS1.2.2
    a. Identify narratives of immigrant populations within the local community, what they brought to the community (e.g., skills, cultural items from their home country, traditions from their home country), and how immigration can change what a community is like SS1.2.2.A
    b. Explain factors that may attract people to migrate into a community (e.g., access to jobs, affordable housing, access to parks and greenspaces, quality of schools, availability of goods and services, family) SS1.2.2.B
    c. Explain factors that may cause people to migrate out of a community (e.g., change in jobs, cost of living, family) SS1.2.2.C
    d. Analyze human-environmental factors that have changed the local community (e.g., damming a river to make a reservoir, cutting down trees for buildings and to make space for more housing, severe weather events) SS1.2.2.D

1. Analyze the use of goods and services in the local community. SS1.3.1
    a. Identify what goods and services are available in students' communities SS1.3.1.A
    b. Identify individuals, organizations and businesses that provide goods and services within students' communities (e.g., schools, stores, police, senior centers, shelters, town/city government) SS1.3.1.B
    c. Explain scarcity, and analyze ways community organizations and businesses respond to community needs SS1.3.1.C
    d. Explain how goods and services are distributed in times of emergency (e.g., clean water, community shelters) SS1.3.1.D
2. Analyze different jobs and careers and how they contribute to the community and economy. SS1.3.2
    a. Explain the purpose of jobs SS1.3.2.A
    b. Identify different types of jobs and careers, and explain the tools and resources needed to fulfill these jobs SS1.3.2.B
    c. Explain job opportunities within students' communities and why some jobs are not locally available, and analyze how different jobs make different contributions to the community SS1.3.2.C
    d. Explain how people's wants and needs can be different and how different incomes support different types of wants and needs SS1.3.2.D
3. Explain the role of money and how people handle scarcity and abundance. SS1.3.3
    a. Explain ways people make, buy, and sell goods and services SS1.3.3.A
    b. Explain ways people may change how they budget for needs and wants if they face a scarcity of money and/or resources SS1.3.3.B
    c. Explain how people can have abundance of money and/or resources that may allow them to save for the future and/or share with others SS1.3.3.C

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1. Analyze the rights and responsibilities that come with being a citizen of a community. SS1.4.1
    a. Identify the characteristics of, and explain the responsibilities of citizenship SS1.4.1.A
    b. Analyze the differences between human rights (e.g., access to food, shelter, clean water) and civil rights (e.g., voting rights, having representation in governments) SS1.4.1.B
    c. Identify the characteristics of human rights (e.g., equality, universality, inclusivity), and explain how students can help to promote human rights (e.g., volunteering at a food bank, running a food drive, trash clean up at a park, other service projects) SS1.4.1.C
    d. Explain the roles of people who make rules and laws (e.g., mayor, school committee, town/city council) SS1.4.1.D
    e. Explain ways that people who participate in making the laws and rules can help to create equality and fairness for all people SS1.4.1.E
2. Explain who community leaders are, both elected and non-elected, and the characteristics of a community leader. SS1.4.2
    a. Explain the election process for leaders and the responsibilities (e.g., decision making, serving the community) that come with leadership SS1.4.2.A
    b. Explain how leaders create and enforce rules and laws for the common good of the community SS1.4.2.B
    c. Explain how leaders represent the members of a community SS1.4.2.C
    d. Explain how leaders such as community and grassroot leaders are leaders not through elections, but because they have worked to bring change to their communities SS1.4.2.D
3. Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings. SS1.4.3
    a. Explain ways rules, norms, and rights in all settings create a way for people to live and work together SS1.4.3.A
    b. Explain the rules and norms of home, school, and the local community, and analyze the ways power is distributed between people at school, at home, and in public SS1.4.3.B
    c. Analyze ways rules may change depending on the setting SS1.4.3.C
4. Explain how to resolve problems in different settings. SS1.4.4
    a. Identify leaders who have helped people resolve their problems (e.g., mayor, judge, Abraham Lincoln, Dr. Martin Luther King, Jr., Susan B. Anthony, Mahatma Gandhi, Malala Yousafzai), and explain their roles in resolution SS1.4.4.A
    b. Explain ways problems at home or school can be resolved (e.g., asking for help from trusted adults, communicating) SS1.4.4.B
    c. Explain ways people in a society work together to resolve conflicts in the community SS1.4.4.C

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5. Explain how people create positive social change and the ways students can contribute. SS1.4.5
    a. Explain the meaning of social change SS1.4.5.A
    b. Identify people who have brought change to society, and explain the actions they took to achieve change SS1.4.5.B
    c. Explain how to create change through voting SS1.4.5.C
    d. Explain how to create change through service and community actions (e.g., town hall meetings, peaceful protests, marches), and ways students can be a part of those actions SS1.4.5.D

1. Analyze the similarities and differences in the characteristics of nearby local communities. SS1.5.1
    a. Identify neighboring communities around students' homes and school (e.g., another city/town, an Indigenous community, a nearby ethnic enclave) and their locations on a map SS1.5.1.A
    b. Identify the topography of the neighboring communities (e.g., trees or no trees, hills, beach), and analyze differences between urban, suburban, and rural communities and the relationship to population SS1.5.1.B
    c. Identify the availability of resources in the neighboring communities SS1.5.1.C
    d. Analyze the similarities and differences of the neighboring communities and those of the students SS1.5.1.D
2. Analyze the similarities and differences in the characteristics of communities throughout the United States. SS1.5.2
    a. Identify the physical locations of the communities being studied and their locations on a map or globe, explain what the physical environment is like for the communities being looked at, and analyze the ways environment influences their ways of life SS1.5.2.A
    b. Identify the resources, goods, and services available, and explain how people obtain those resources and the influences of environment on resource availability SS1.5.2.B
    c. Analyze the similarities and differences of the communities being looked at and those of the students (e.g., ways of life, traditions, celebrations, the way communities are organized spatially, types of government) SS1.5.2.C

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3. Analyze the similarities and differences in the characteristics of communities throughout the world. SS1.5.3

    a. Identify physical locations of the communities being looked at and their locations on a map, explain what the physical environment is like for the communities being looked at, and analyze the ways environment influences their ways of life SS1.5.3.A

    b. Identify what resources, goods, and services are available to the communities being looked at, and explain ways they obtain those resources and the influences of environment on resource availability SS1.5.3.B

    c. Analyze the similarities and differences of the communities being looked at and those of the students (e.g., ways of life, traditions, celebrations, the way communities are organized spatially, community leaders, language, currency) SS1.5.3.C