

# Grade 1

Adopted 2024

## First Grade

### History

1. Examine important events and historical figures in the community, state, and nation. **1.1**
  1. Explain why people may see historical events from different points of view. **1.1.1**
  2. Summarize the contributions of a diverse range of historical figures and groups in their community, state, and nation, and evaluate their significance (for example, figures might be chosen based on their examples of honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law). **1.1.2**
  3. Use primary sources (for example, artifacts and documents such as photographs, newspapers, speakers, stories, songs) to make inferences about why certain events in history are remembered. **1.1.3**
  4. Create a primary source to show how their personal histories are shaped by family, school, and community (for example, timeline, interview, artifact collection, recipe book). **1.1.4**

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### Geography

2. Use geographic tools and map skills to explore the ways geography, climate, and natural resources affect the way people live and work. **1.2**
  1. Construct a simple map of a neighborhood, classroom, school, or the setting of a story. **1.2.1**
  2. Differentiate between natural and engineered geographical features in an area (for example, engineered geographic features include highways, bridges, airports, railroads, buildings, dams, reservoirs). **1.2.2**
  3. Use maps and globes to locate their local community, Utah, the United States, the seven continents, and the five oceans (that is, Africa, Antarctica, Asia, Australia, Europe, North America, South America; Antarctic [Southern] Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean). **1.2.3**
  4. Explain the reasons that people, animals, and goods move. **1.2.4**

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## **Civics**

3. Analyze their role as citizens in a school and a community. 1.3
  1. Compare how classroom rules are similar to laws in the community. 1.3.1
  2. Identify the ways that people can function as members of a school and/or community by sharing principles, goals, and traditions. 1.3.2
  3. Explain how diverse community groups work together to accomplish common tasks, solve problems, and fulfill responsibilities. 1.3.3
  4. Identify the symbols, landmarks, and essential documents of the school, community, state, and nation (including the national motto and state emblem). Demonstrate how to show respect for those items, including care and disposal of the United States flag. 1.3.4
  5. Demonstrate characteristics of responsible citizenship (for example, respect others' property, treat people with dignity, find solutions to conflicts, take responsibility for one's actions, take care of school grounds). 1.3.5

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## **Economics**

4. Explain how to prioritize their economic wants and make basic financial decisions. 1.4
  1. Explain the costs and benefits of spending and saving in order to meet needs and wants. 1.4.1
  2. Identify ways people make a living in the community. 1.4.2
  3. Identify and explain the roles and contributions of consumers, producers, and distributors in the community. 1.4.3