Grades 1–2 — shared cluster indicators

Inquiry	**Children make sense of the world around them by actively gathering and interpreting information.** 1 Initiate inquiry by asking questions based on what they have seen, read, listened to 2 Develop a hypothesis and use prior knowledge to share ideas of possible solutions 3 Design an investigation by identifying resources needed 4 Conduct investigations by observing and asking questions 5 Provide reasonable answers to the questions posed by organizing and displaying information gathered 6 Connect back to the question of the inquiry and discuss if the findings answered the research questions and propose solutions 7 Design inquiry and explain jobs during investigations 8 Plan how to organize the information that investigation will yield 9 Record observations through writing, illustrations, charts, etc. 10 Develop reasonable answers to the investigation question by classifying information gathered, prior knowledge, or experience
Family and Community; Civics, Government & Society	**Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.** 1 Describe what it means to be a responsible member of a group 2 Describe what their roles are as members of various groups 3 Demonstrate positive interaction with group members (e.g., working with a partner to complete a task) 4 Explain own point of view on issues that affect themselves 5 Participate in setting and following the rules of the group, school, community 6 Identify rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light) Explain why rules and laws are written down Identify the consequences of not following rules or laws

Skip to main content

9 Describe characteristics of good leadership and fair decision-making and how those affect others (e.g., line leader)

10 Explain that people have rights and needs (e.g. fairness)

11 Identify how the groups to which a person belongs (family, friends, team, community) influence how she/he thinks and acts

12 Define own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., "I" statements)

13 Give examples of ways they are similar to and different from others (e.g., gender, eye color, skin color, likes and dislikes)

14 Identify examples of interdependence among individuals and groups (e.g., family, sports team)

15 Describe feelings and situations that might lead to conflict (e.g., fighting over being first in line).

16 Describe ways that people solve problems

17 Identify ways in which local institutions promote the common good (e.g., police enforce rules and laws, fire department)

Physical & Cultural Geography

Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

1 Interpret geography by identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping

2 Differentiate between neighborhood, town, and state

3 Identify the locations of places within the community on a prepared map, and suggest why particular locations are used for certain human activities (e.g., parks, school, shops)

4 Identify a map or globe and use terms related to location, direction, and distance (e.g., up/down, left/right, north, south, east, west)

5 Use a simple map to find something (e.g., locate the teacher's desk on a map of their classrooms)

6 Create a map as a representation of a space (e.g., make a map of the playground, draw a treasure map)

7 Identify and use basic elements of the map (e.g., cardinal directions and key)

8 Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions

9 Identify ways in which they and people in the community take care of or hurt the environment (e.g., after identifying litter in the local area, discuss why the trash is there and give suggestions about how the problem can be helped)

J Participate in taking care of the environment (e.g., recycling)

Skip to main content

11 Identify ways in which people in their community adapt to their physical environment, and discuss how these adaptations have both positive and negative effects

12 State reasons why friends and family move (e.g., climate, job opportunities, family ties)

13 Identify ways culture is expressed in their communities, such as celebrations, legends, and traditions

14 Describe the contributions of various cultural groups to the community

---

History

Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

1 Connect the past with the present by classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: “long ago” and “today”)

2 Connect the past with the present by describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools)

3 Identify how events and people have shaped their schools or towns (e.g., How does life change when one moves to a different town?)

4 Collect information about the past (e.g., through interviews, photos and artifacts)

5 Differentiate among fact, opinion, and interpretation of classroom situations, stories, and other media

6 Place events that occurred within the school or community setting in their correct sequence

7 Construct a time line of events in the history of their own or another family, or of the school or community

8 Measure calendar time by days, weeks, and months (e.g., How old are you?)

9 Identify an important event in their lives and/or schools, and discuss changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister)

Economics

Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.

1 Participate in activities as a buyer or seller (e.g., bake sale, school store), and discuss where goods come from (e.g., clothing, toys, foods).

2 Identify economic activities that use resources in the local region (e.g., maple syrup production, logging)

3 Identify jobs people do in the community, and the value these jobs bring to the community (e.g., road crews help keep people safe while driving).

4 Identify some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection)

Skip to main content

5 Describe ways in which people exchange money for goods (e.g., buying lunch or snack)

6 Differentiate between basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).

7 Explain why people earn, spend, and save