

Grade 1

Civics and Government

- 1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.
- 1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).

Economics

- 1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).
- 1.4 Compare and contrast the monetary value of items. (Some things cost more than others do.)

Multicultural Studies

- 1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).
- 1.6 Describe ways people celebrate their diverse cultural heritages in the community. (Geography)
- 1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)
- 1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. (History)
- 1.14 Make connections between the student's family and other families, the student's school and other schools. (History)

Financial Literacy

- 1.5 Identify different uses of money (saving, spending and sharing/contributing)

Geography

- 1.6 Describe ways people celebrate their diverse cultural heritages in the community.
- 1.7 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).
- 1.8 Explain how seasonal changes influence activities in school and community.
- 1.9 Give examples of local natural resources and describe how people use them.
- 1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.

History (Local, State, National, and World) (Focus: My School and Family)

Historical Knowledge

- 1.11 Understand that families have a past.
- 1.12 Identify songs and symbols commonly associated with the United States of America.
- 1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.
- 1.14 Make connections between the student's family and other families, the student's school and other schools

Historical Thinking

- 1.15 Use terms related to time to place events that have occurred in sequential order.
- 1.16 Develop and analyze a simple timeline of important family events in a sequential order.
- 1.17 Explain the use of different kinds of historical sources to study the past.

- 1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.

Social Science Analysis

- 1.19 Identify cause-and-effect relationships.
- 1.20 Identify and explain a range of issues and problems and some ways that people are addressing them.
- 1.21 Identify ways that students can take informed action to help address issues and problems.
- 1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.