



ADW Grade 1 SOCIAL STUDIES STANDARDS & INSTRUCTION GUIDE **2021**

Families - Living, Learning, and Working Together: In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away. Students will use Catholic social teachings to explain and demonstrate their responsibilities based on the Catholic faith.



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History (H)	Standard	Core Concepts and Examples	Terms and Historic References
SS.1.H.1	Recognize patterns of continuity and change over time in families	<ul style="list-style-type: none">• Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore.• Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.	<ul style="list-style-type: none">• Compare• Contrast• Technology
SS.1.H.2	Identify symbols of the United States.	<ul style="list-style-type: none">• Identify and discuss the meaning of common symbols associated with the United States of America, such as bald eagle, White House, and the Statue of Liberty• Describe how actions, such as pledging allegiance to the American flag and singing "The Star-Spangled Banner" and "America" are associated with being a citizen• Discuss how the Pledge of Allegiance is a promise to be loyal to the United States.	<ul style="list-style-type: none">• Symbols — The United States Flag, the Bald Eagle, and the Statue of Liberty• Songs — "The Star-Spangled Banner," "America the Beautiful• Pledge of Allegiance
SS.1.H.3	Describe historical people, events, and symbols.	<ul style="list-style-type: none">• Identify the contributions of historical people.	<ul style="list-style-type: none">• Celebrations and holidays, such as Thanksgiving, the Reverend Martin Luther King, Jr. Day, Presidents' Day, Independence Day, and Veterans' Day• Saints, Religious Holidays
SS.1.H.5	Use terms related to time to order	<ul style="list-style-type: none">• Identify and order school events using the terms "past"	<ul style="list-style-type: none">• Past



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	events sequentially that have occurred in the school.	and "present" <ul style="list-style-type: none">• Explain that clocks and calendars are used to measure time.	<ul style="list-style-type: none">• Present
SS.1.H.6	Identify multiple perspectives of diverse family traditions.	<ul style="list-style-type: none">• Compare and contrast family traditions across cultures	<ul style="list-style-type: none">• Holidays, celebrations, milestones
SS.1.H.7	Develop historical inquiry and research skills.	<ul style="list-style-type: none">• Use the library and other resources to find information that answers questions about history.• Develop a simple timeline of important events in the student's life.• Gather and communicate historical information about families.	<ul style="list-style-type: none">• Picture, posters, oral narratives• Cite title and author of texts
SS.1.H.8	Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture.	<ul style="list-style-type: none">• Describe how oral traditions, books, letters, and other artifacts help us to understand the past.	<ul style="list-style-type: none">• Fact• Fiction

Catholic Connections

- Are people in faraway places family members?
- Who are some important people from the Bible?
- Who are some saints and other influential people from the Catholic Church?



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Civics and Government (CG)	Standard	Core Concepts and Examples	Terms and Historic References
SS.1.CG.1	Understand who have the authority to make and enforce rules.	<ul style="list-style-type: none">Identify leadership positions in the school and community and recognize their authority in keeping students safe, following rules, and maintaining order	<ul style="list-style-type: none">AuthorityParents, teachers, and principals, and pastors.
SS.1.CG.2	Identify rights that people have and identify the responsibilities that accompany these rights.	<ul style="list-style-type: none">People have the right to own property, such as a house, but this means taking responsibility for the maintenance of the house.	<ul style="list-style-type: none">
SS.1.CG.3	Identify why rules and laws exist and describe the consequences of not having rules and laws.	<ul style="list-style-type: none">Define and give examples of rules and laws.Explain how rules promote fairness, responsibility, and privacy in the school and community.	<ul style="list-style-type: none">Classroom rules, playground rules, family rules, church rules
SS.1.CG.4	Suggest ways that students' actions can contribute to the common good of the community.	<ul style="list-style-type: none">Students help to keep the classroom and school clean by properly disposing of trash.Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment	<ul style="list-style-type: none">
SS.1.CG.5	Identify civic virtues that are needed to be a good citizen.	<ul style="list-style-type: none">Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood	<ul style="list-style-type: none">FairnessHonestyCompassionResponsibility



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Geography (G)	Standard	Core Concepts and Examples	Terms and Historic References
SS.1.G.1	Use geographic tools to locate and describe places on Earth.	<ul style="list-style-type: none">• Explain the basic difference between a map and a globe.• Identify the four cardinal directions on maps and globes.	<ul style="list-style-type: none">• Map• Globe• Cardinal directions
SS.1.G.2	Identify the relative locations of places in the school setting.	<ul style="list-style-type: none">• The relative location of the school might be described as “across the road from the fire station” or “near the river.”	<ul style="list-style-type: none">• Relative location
SS.1.G.3	Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.	<ul style="list-style-type: none">• Identify physical features and human features in the geography of school and community.	<ul style="list-style-type: none">• Mountains, plains, islands, hills, oceans, rivers, lakes, seas• Cities, towns, suburbs, farms, buildings, bridges, streets
SS.1.G.4	Explain the effect of seasonal changes on plants, animals, and people.	<ul style="list-style-type: none">• Some animals hibernate in winter; people may wear lighter-weight clothing in summer; most plants exhibit new growth in spring.• Explain how people adapt to changes in the environment, such as using less water in the drought	<ul style="list-style-type: none">•
SS.1.G.5	Observe and record the physical processes related to weather on a daily basis.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Example: Rainy, sunny, cloudy, warm, cold.



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SS.1.G.6	Draw simple maps that show how land is used in the school and local community.	<ul style="list-style-type: none">• Apply geographic knowledge and techniques to navigate the school.	<ul style="list-style-type: none">• Make a map of the school or playground.
SS.1.G.7	Describe how people in the school and community use natural resources.	<ul style="list-style-type: none">• Identify Earth's natural resources	<ul style="list-style-type: none">• Minerals, air, land, water, soil

Catholic Connections

- Can you point on the map to where Jesus walked?
- Where does the pope live?
- What are ways we can show respect for our environment?



Economics (E)	Standard	Core Concepts and Examples	Terms and Historic References
SS.1.E.1	Identify and discuss goods and services provided in the community	<ul style="list-style-type: none">Identify goods and services that people use.Explain how getting something one wants may mean giving up something in return	<ul style="list-style-type: none">GoodsServices
SS.1.E.2	Describe how goods and services are acquired.	<ul style="list-style-type: none">Explain that people exchange goods and services to get the things they want.Explain that people have to make choices about goods and services because certain resources are limited.Compare goods that have different values, such as same item at different stores	<ul style="list-style-type: none">ExchangeTradeoff
SS.1.E.3	Describe how people in the school and community are both producers and consumers.	<ul style="list-style-type: none">Give examples of natural and human resources used in production, such as making butter, making ice cream, and building housesDescribe the skills people need for their work in the home, school, and community	<ul style="list-style-type: none">ProducersConsumers
SS.1.E.4	Compare and contrast different jobs people do to earn income.	<ul style="list-style-type: none">Describe how people earn money by working at a job	<ul style="list-style-type: none">



Individuals, Society, and Culture (ISC)	Standard	Core Concepts and Examples	Terms and Historic References
SS.1.ISC.1	Identify one’s own individual talents, interests, and hobbies, as well as the talents and interests of others.	<ul style="list-style-type: none">• Identify groups to which people belong.	<ul style="list-style-type: none">• Boy Scouts• Girl Scouts• Clubs• Band• Sports
SS.1.ISC.2	Demonstrate the importance of treating others as they would wish to be treated and practice ways of resolving differences peacefully.	<ul style="list-style-type: none">• Give examples of how people show concern, respect each other, behave responsibly in a group, and resolve differences peacefully.	<ul style="list-style-type: none">•
SS.1.ISC.3	Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.	<ul style="list-style-type: none">• Discuss and respect traditions and customs of families in the community	<ul style="list-style-type: none">• Customs

Catholic Connections

- Is God mad when we break rules?
- Why are there consequences when a rule is broken?