



GRADE 1
COMMUNITIES: LIVING
AND WORKING TOGETHER

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT
Approved by the Governing Board
November 21, 2022

HISTORY & SOCIAL SCIENCE STANDARDS

GRADE 1

Through an inquiry and integrated approach, students will study civics, geography, economics, and history and will learn how a community functions and how each member contributes to the community for the common good. Students will also study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- 1.SP1.1 Place important life events in chronological order on a timeline.
- 1.SP1.2 Understand how events of the past affect students' lives and communities.
 - Explain cause and effect.
 - Describe the role of events in the past on own life and community.
- 1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

- 1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.
 - Describe similarities and differences across diverse cultures from around the world (*e.g., food, family, clothing, education, arts, language, technology, traditions, etc.*).
 - Use evidence from primary and secondary sources to compare diverse cultures from around the world.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 1.SP3.1 Generate questions about issues in your community past and present.
- 1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about issues in your community.
- 1.SP3.3 With support, construct and communicate solutions to issues in your community.
- 1.SP3.4 Take group or individual action to help address community issues.
- 1.SP3.5 Ask and answer questions about explanations given.

CIVICS – Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.

1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.

- Explain how your own behaviors demonstrate respect, responsibility, equality, and fairness (e.g., “*I was responsible when I helped my little brother with his homework because I am older and it’s my job to help him.*” “*I showed fairness when I shared my toys with my friends because then we all got a chance to play.*”).

1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.

- Use strategies for discussion, such as accountable talk statements (e.g., “*I heard you say...*” “*I would like to add...*” “*What evidence do you have for...?*” etc.) to respond to others.
- Use procedures (e.g., *decision-making wheel, rock/paper/scissors, “I” statement structured conversations*) within the group or classroom to make decisions.

1.C1.3 Compare one's own thoughts and opinions with others' perspectives.

- Identify similarities and differences between one’s own thoughts and opinions and the perspectives of others.

CIVICS – Anchor Standard C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.

- Identify occupations needed in our community (i.e., *producers of goods, providers of services*).
- Identify skills needed for jobs in our community (e.g., *critical thinking, problem solving, creativity and innovation, systems thinking, communication, collaboration*).
- Identify education needed for jobs in our community (e.g., *college, high school, technical / trade school, training, etc.*).

1.E1.2 Describe reasons to save or spend money.

- Describe reasons to save money (e.g., *survival needs, in case of emergency, leisure, helping others, future expenses*).
- Describe reasons to spend money (e.g., *survival needs, in response to emergencies, helping others, leisure, for enjoyment, to reward oneself*).

ECONOMICS – ANCHOR STANDARD E1: A financially literate individual understands how to manage income, spending, and investment.

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ECONOMICS – ANCHOR STANDARD E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

1.E2.1 Explain how needs, wants, and availability of resources affect decision making (in community contexts).

1.E2.2 Identify the benefits and costs of making various personal decisions.

- Identify the consequences of spending money based on wants versus needs.
- Identify the consequences of choosing to save versus choosing to spend.
- Identify the consequences of non-financial decisions (e.g., choice of friend groups, activities to participate in at recess, etc.).

ECONOMICS – ANCHOR STANDARD E3: Individuals and institutions are interdependent within market systems.

1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.

- Describe how goods are produced, packaged, and distributed in our community.
- Describe the skills and knowledge necessary for producing goods and services.
- Describe the skills and knowledge necessary for packaging goods for purchase or for services.
- Describe the skills and knowledge necessary for distributing goods for purchase or for services.

1.E3.2 Explain how people in our community earn income.

- Explain different ways people earn income (e.g., going to work, making goods at home, providing services, etc.).
- Explain the relationship between work and compensation.

1.E3.3 Explain how people can be producers and consumers in our community.

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus, including physical features and human features.

- Explain the kinds of information one can get from a map.
- Identify the purpose of a map.
- Ask questions about maps, graphs, physical features, and human features.

- Use cardinal directions and compass rose to interpret maps and locate places in a community.
- Use map keys / legends and scales to interpret maps.
- Find my community on a map.
- Use and create a variety of maps (e.g., *population, political, topographic, climate, economic, thematic*) and graphs (e.g., *alphanumeric grids, pictographs, line graphs, bar graphs, etc.*) to represent **physical and human** features within communities.
- Construct maps and graphs to represent physical features (i.e., *rivers, lakes, mountains, landforms, desert*) within communities.
- Construct maps and graphs to represent human features (i.e., *dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses*) within communities.

1.G1.2 Use a grid to locate places.

- Coordinate letters and numbers on a grid to locate specific places within a community.

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

1.G2.1 Compare how human activities affect culture and the environment now and in the past (e.g. *agriculture, industrialization, urbanization, and human migration*).

- Describe how human activities (e.g., *agriculture, industrialization, urbanization, human migration*) have affected culture over time (e.g., *urban sprawl, rodeo, All Souls Procession in Tucson*).
- Describe how human activities have changed environments over time.
- Explain ways humans have changed their communities over time.

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

1.G3.1 Explain why and how people, goods, and ideas move from place to place.

- Describe reasons for movement of people, goods, and ideas within and across communities (e.g., *transportation, trade, migration, and communication*).
- Explain how people, goods, and ideas move from place to place within and across communities.

1.G3.2 Compare places past and present as it relates to content focus.

- Distinguish between rural, urban, and suburban communities.
- Compare places from the past with those in the present (e.g., *population growth in the Tucson / metro area, housing and urban development, roads, etc.*).
- Describes changes in our community over time.

HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

1.H1.1 Explain how ideas and innovation (e.g., *farming by irrigation, architecture, writing and inventions as they support content focus*) can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).

11/22 – CFSD Social Studies [History & Social Science Standards] | Adopted by the Governing Board on 11/21/22

Nondiscrimination/Equal Opportunity Policy

CFSD is committed to a policy of nondiscrimination in relation to sex (which includes a prohibition against sexual harassment as described in the district's policy concerning sexual harassment), sexual orientation, gender identity or expression, national origin, ethnicity, religion, creed, age, or disability.

HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.

HISTORY – ANCHOR STANDARD H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

1.H4.1 Explain and explore origins of key American symbols (e.g., *American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols*), documents, landmarks, holidays (e.g., *Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day*), and leaders (e.g., *local and/or Tribal leaders, state leaders, and national leaders*) as well as their importance from the past to the present in our country.

- Ask questions about American symbols and landmarks.
- Describe the significance of leaders and their importance to our country.
- Describe the historical context of the creation of American symbols.
- Draw conclusions about how holidays have been influenced by historical events.

1.H4.2 Draw upon fictional stories, biographies, and nonfiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.

- Ask and answer questions about the text.
- Identify key historical figures and their contributions.