



## **First Grade**

### *Social Studies Standards for the Archdiocese of Detroit*

#### History

<b>H1</b>	<b>Living and Working Together in Families and Schools</b>
	<i>Use historical thinking to understand the past.</i>
1 – H1.0.1	Demonstrate chronological thinking by distinguishing between past, present, and future using family, church, or school events.
1 – H1.0.2	Use a calendar to distinguish between days, weeks, and months.
1 – H1.0.3	Investigate a family history for at least two generations, identifying various family members and their connections in order to tell a historical narrative about family life.
1 – H1.0.4	Retell in sequence important ideas and details from stories about families, church or schools.
1 – H2.0.5	Use historical records and artifacts (e.g., photos, Bible, diaries, oral histories, and videos) to draw possible conclusions about family, church, or school life from the past.
1 – H1.0.6	Compare life today with life in the past by discussing family, church, school, jobs, or communication.
1 – H1.0.7	Identify the events or people celebrated during national and Catholic holidays, and why each are celebrated (e.g., Christmas, Easter, Lenten Season, the Season of Advent, Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).
1 – H1.0.8	Identify people and inventions in history and describe their impact on society.
1 – H1.0.9	Compare and contrast housing of past, present and future.
1 – H1.0.10	Recognize modes of transportation past, present and future and describe their impact on moving people and goods.
<u>Geography</u>	
<b>G1</b>	<b>The World in Spatial Terms</b>
	<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>
1 – G1.0.1	Construct simple maps to demonstrate aerial perspective (e.g., classroom, home, church).
1 – G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).
1 – G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
1 – G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.
1 – G1.0.5	Recognize the seven Continents and four Oceans.
1 – G1.0.6	Locate North America, United States, Michigan, and a city, on a map.
<b>G2</b>	<b>Places and Regions</b>
	<i>Understand how regions are created from common physical and human characteristics.</i>
1 – G2.0.1	Distinguish between God's creations, (e.g., clouds, trees, weather) and human creations (e.g., buildings, playgrounds, sidewalks) by identifying their characteristics.
1 – G2.0.2	Introduce a region as an area or community. (e.g., playground, reading corner, library, restroom, church, school).
<b>G3</b>	<b>Human Systems</b>

	<i>Understand how human activities help shape the Earth's surface.</i>
1 – G3.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
1 – G3.0.2	Identify ways we, as God's stewards of the earth, can protect His creation.
<b>G4</b>	<b>Environment and Society</b>
	<i>Understand the effects of human-environment interactions.</i>
1 – G4.0.1	Describe ways in which people modify the environment (e.g., cutting down trees, building roads).
1 – G4.0.2	Describe ways in which people adapt to the environment (e.g. clothing, types of shelter).
1 – G4.0.3	Describe why and how people protect God's creation of the environment.
<b><u>Civics and Government</u></b>	
<b>C1</b>	<b>Purposes of Government</b>
	<i>Explain why people create governments.</i>
1 – C1.0.1	Identify reasons for establishing rules in school (e.g., provide order, predictability, and safety).
1 – C1.0.2	Give examples of different types of authority in school (e.g., principal, teacher or bus driver, and their power to enforce school rules).
1 – C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
<b>C2</b>	<b>Values and Principles of American Democracy</b>
	<i>Understand values and principles of American constitutional democracy.</i>
1 – C2.0.1	Explain how decisions can be made or how conflicts are resolved in fair and just ways (e.g., majority rules).
1 – C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, President, White House, Bald Eagle).
1 – C2.0.3	Recite the Pledge of Allegiance and explain its purpose.
<b>C3</b>	<b>Roles of the Citizen in American Democracy</b>
	<i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>
1 – C3.0.1	Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
1 – C5.0.2	Identify situations in which people act as good citizens in the community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).
<b><u>Economics</u></b>	
<b>E1</b>	<b>Market Economy</b>
	<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i>
1 – E1.0.1	Distinguish between producers and consumers of goods and services.
1 – E1.0.2	Describe ways in which families consume goods and services.
1 – E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).

1 – E1.0.4	Describe and model reasons why people voluntarily trade.
1 – E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, employment, etc.).
1 – E1.0.6	Identify the role of money in trade.
<b><i>Public Discourse, Decision Making, and Citizen Involvement</i></b>	
<b>P1</b>	<b>Identifying and Analyzing Public Issues</b>
	<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>
1 – P.0.1	Identify public issues in the school community.
1 – P1.0.2	Use graphic data to analyze information about a public issue in the school community.
1 – P1.0.3	Identify alternative resolutions to a public issue in the school community.
<b>P1.1</b>	<b>Persuasive Communication About a Public Issue</b>
	<i>Communicate a reasoned position on a public issue.</i>
1 – P1.1.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
<b>P1.2</b>	<b>Citizen Involvement</b>
	<i>Act constructively to further the public good.</i>
1 – P1.2.1	Develop and implement an action plan to address or inform others about a public issue.
1 – P1.2.2	Participate in service projects that will help and inform others about a public issue.
1 – P1.2.3	Identify different types of communities person can be involved.
1 – P1.2.4	Identify and model the use of good manners.
1 – P1.2.5	Utilize Catholic values in conflict resolution and problem solving.