

Grade 1

Adopted 2021

Civics

1. Explain the importance of community by: C.1

- a. identifying communities that are unique and common to students. C.1.A
 - b. explaining how both leaders and members create and uphold rules to promote a fair and safe community. C.1.B
 - c. recognizing the impact and contributions of their community leaders. C.1.C
 - d. analyzing celebrations that are shared by members of a school community. C.1.D
 - e. identifying the benefits of being a part of a community. C.1.E
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2. Explain the importance of leaders by: C.2

- a. identifying leaders in the classroom, school, home, and community. C.2.A
 - b. explaining the purpose and responsibilities of a leader to promote the common good. C.2.B
 - c. describing the characteristics of a good leader. C.2.C
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3. Describe the importance of cooperation by: C.3

- a. defining cooperation as the efforts made by a group of people to meet a common goal. C.3.A
 - b. analyzing examples of how cooperation helps accomplish tasks at home and school. C.3.B
 - c. identifying common goals of the school community. C.3.C
 - d. explaining why school goals cannot be reached by individuals alone. C.3.D
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4. Analyze community problem solving by: C.4

- a. analyzing a community problem and create potential solutions for the common good. C.4.A
- b. identifying how multiple perspectives in a community can complicate conflict resolution. C.4.B
- c. applying the key steps of the voting process including the nomination of ideas, the discussion of those ideas, and the voting for selection of those ideas. C.4.C
- d. voting on possible solutions for community problems. C.4.D

5. Explain the importance of civic engagement by: C.5

- a. defining civic engagement as being an active learner and participating in the community. C.5.A
 - b. identifying how students can be civically engaged in the classroom, home, school, and community. C.5.B
 - c. comparing tools of communication that are used to be an active participant in the community. C.5.C
 - d. describing how people impact their community by being civically engaged. C.5.D
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Geography

1. Explain how location makes their community unique by: G.1

- a. applying cardinal directions on maps, globes, GPS, and Google Earth. G.1.A
 - b. describing the relative location of Maryland by identifying the equator and north and south poles. G.1.B
 - c. identifying continents and oceans near and far from Maryland on maps and globe. G.1.C
 - d. locating key physical features and human-made features in their school community using maps and other geographic tools. G.1.D
 - e. describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, and west). G.1.E
 - f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community. G.1.F
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2. Analyze the human and environmental interactions in their school community by: G.2

- a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter. G.2.A
 - b. describing why and how people in Maryland protect the environment. G.2.B
 - c. explaining how people adapt to changes in the environment. G.2.C
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3. Describe how transportation and communication link people and places by the movement of goods and ideas by: G.3

- a. explaining how transportation links goods and people both near and far. G.3.A
 - b. explaining how communication links people to ideas both near and far. G.3.B
 - c. identifying goods and ideas in their community that come from both near and far. G.3.C
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Economics

1. Analyze the role of scarcity in their life by: E.1

- a. explaining why limited productive resources create scarcity. E.1.A
 - b. identifying natural and human productive resources in schools. E.1.B
 - c. explaining why natural and human productive resources are limited in schools. E.1.C
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2. Analyze trade by: E.2

- a. identifying goods and services that are provided by a school and local businesses. E.2.A
 - b. identifying barter as a form of trade. E.2.B
 - c. explaining that people benefit when they trade voluntarily. E.2.C
 - d. describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. E.2.D
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3. Analyze decision making by: E.3

- a. determining that people make choices because of limited resources. E.3.A
 - b. identifying that incentives influence the choices we make. E.3.B
 - c. explaining that the consequences of choices lie in the future. E.3.C
 - d. identifying trade-offs as the options that people give up when they make a choice. E.3.D
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4. Analyze borrowing and lending by: E.4

- a. identifying times when people borrow and lend goods or services. E.4.A
 - b. determining that people lend goods and services to help others and to benefit. E.4.B
 - c. explaining potential risks and benefits associated with lending and borrowing. E.4.C
 - d. explaining the importance of paying back borrowed goods and services to the lender. E.4.D
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History

1. Analyze change over time by: H.1

- a. analyzing school schedules to determine past, present, and future. H.1.A
- b. classifying activities of the day according to themes. H.1.B
- c. constructing personal timelines that show events from the past, present, and dreams for the future. H.1.C

2. Analyze life in the past by: H.2

- a. analyzing photographs, images, and text from schools in the past. H.2.A
- b. comparing images and text descriptions of schools from the past with today. H.2.B
- c. explaining how life today is similar and different than in the past using evidence from a variety of sources. H.2.C