First Grade U.S. History
Grade Standards, Supporting Skills, and Examples

Indicator 1: **Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard	Concepts	Assessment	Resources
(Application)	**1.US.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.**	Use primary sources such as documents, letters, diaries, maps, photos, videos, and oral histories. ✓ Identify the accomplishments of historical figures. Martin Luther King, George Washington Abraham Lincoln Johnny Appleseed Christopher Columbus ✓ Identify ways people, places, and things change over time. Transportation Communication Clothing Schools Communities Toys		

Indicator 2: **Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources
(Comprehension)	**1.US.2.1. Students are able to connect people and events honored in commemorative holidays.** .	Veterans' Day First Thanksgiving Native American Labor Day Christmas Martin Luther King Day Columbus Day Cincode Mayo Independence Day Earth Day		

First Grade U.S. History
Performance Descriptors

Advanced	**First grade students performing at the advanced level:** • create and explain a personal timeline; • explain why people and events are honored in commemorative holidays.
Proficient	**First grade students performing at the proficient level:** • use timelines from birth to present to relate self and family to changes over time; • connect people and events to commemorative holidays.
Basic	**First grade students performing at the basic level:** • recognize that events on a timeline are recorded in chronological order; • participate in classroom holiday activities.

First Grade World History
Grade Standards, Supporting Skills, and Examples

Indicator 1: **Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources
	(Mastery of this indicator does not emerge until third grade.)			

Indicator 2: **Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources
	✓ Students are able to identify holidays celebrated in other countries.	Honukkah Cinco de Mayo Christmas Kwanzaa Eidal Fitr		VIDEO – "Arthur's Perfect Christmas"

First Grade World History
Performance Descriptors

Note: At the first grade level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

First Grade Geography
Grade Standards, Supporting Skills, and Examples

Indicator 1: **Analyze information from geographic representation, tools, and technology to define location, place, and region.**

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources
(Application)	**1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.**	Create a map • Bedroom • Playground Map Keys		
(Application)	**1.G.1.2. Students are able to use a picture map to locate an address.**	Find your school on a map. ✓ Use the globe to identify the poles, Atlantic and Pacific Oceans, North America, and the United States. + Seven Continents + 4 Oceans ✓ Use the map to identify South Dakota and the local community. (Brookings)		Telephone Book Chamber Office
(Knowledge)	**1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.**	Continents Oceans		

First Grade Geography
Performance Descriptors

Advanced	**First grade students performing at the advanced level:** • describe why a map key is a necessary part of a map; • draw a map of their own neighborhoods.
Proficient	**First grade students performing at the proficient level:** • create a simple map using at least three symbols on the map key; • use a picture map to locate an address; • identify a continent as a large land mass and an ocean as a large body of water.
Basic	**First grade students performing at the basic level:** • identify symbols on a map key; • identify a map as a tool.

First Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources
(Knowledge)	**1.C.1.1. Students are able to identify American symbols and landmarks.**	The flag, the Bald Eagle, the Statue of Liberty, the White House, the Pledge of Allegiance, Liberty Bell, and Uncle Sam ✓ Identify essential documents. U.S. Constitution and Declaration of Independence ✓ Identify basic political roles of leaders in the larger community. Match the mayor, the governor, and the president to their roles.		Scholastic

Indicator 2:   Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources
(Knowledge)	**1.C.2.1. Students are able to list rules in different groups for different situations.**	Rules of family, school, community • Explain why rules are important to schools and families. Laws		
(Knowledge)	**1.C.2.2. Students are able to identify the attributes of good citizenship.**	Citizen Characteristics ✓ Differentiate between a paid worker and a volunteer. ✓ Explain rights and responsibilities of voting. Kids Voting		Character Counts

First Grade Civics (Government)
Performance Descriptors

Advanced	**First grade students performing at the advanced level:** • create a set of rules for a group; • invent a new American symbol; • demonstrate the attributes of good citizenship in their classroom interactions.
Proficient	**First grade students performing at the proficient level:** • list rules in different groups for different situations; • name three American symbols or landmarks; • identify the attributes of good citizenship.
Basic	**First grade students performing at the basic level:** • name three classroom rules; • name an American symbol or landmark; • participate in classroom citizenship activities.

First Grade Economics
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Bloom's Taxonomy Level	Standard	Concepts	Assessment	Resources
(Knowledge)	**1.E.1.1. Students are able to define goods and services.**	Goods and services. Goods – food, clothing, shelter Services – doctor, teacher, dentist ✓ Identify different businesses in the community that provide goods and services for their families.		Junior Achievement
(Comprehension)	**1.E.1.2. Students are able to explain choices families have to make when buying goods and services.**	Wants and Needs Wants – candy, movies, pets Needs – food, clothing, shelter ✓ Describe ways people could earn money in order to buy something they want or need.		

First Grade Economics
Performance Descriptors

Advanced	**First grade students performing at the advanced level:** • describe a service they recently used; • tell why financial choices are necessary in family life.
Proficient	**First grade students performing at the proficient level:** • define goods and services; • explain choices families have to make when buying goods and services.
Basic	**First grade students performing at the basic level:** • name a good or service; • participate in classroom economic activities.