

First Grade

OREGON State Standards

Social Science Standards

Civics and Government

1.1 * Describe the responsibilities of leaders and team members and participate in the creation and following of rules for group activities

1.2 * Identify and apply civic virtues (such as equality, freedom, liberty, respect for individual rights, diversity, equity, justice, and deliberation) when interacting with classmates, families, and the school community.

Economics

1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).

1.4 * Define equity, equality, and systems of power.

Financial Literacy

1.5 Identify choices and decisions for various uses of money (saving, spending and sharing/contributing).

Geography

1.6 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).

1.7 Explain how seasonal changes influence activities in school and community.

1.8 Give examples of local natural resources and describe how people use them

1.9 Construct maps (including mental maps), graphs, and other representations of familiar places.

Historical Knowledge (Focus: My School and Family)

1.10 Understand that families have a past

1.11* Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.

1.12 * Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups

1.13 * Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community.

1.14 * Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.1

Historical Thinking (Skills)

1.15 Use terms related to time to place events that have occurred in sequential order

1.16 Develop and analyze a simple timeline of important family events in sequential order.

1.17 Explain the use of different kinds of historical sources to study the past

1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.and contrast past and present events or practices.

Social Science Analysis

1.19 Identify cause-and-effect relationships.

1.20 Identify and explain a range of issues and problems and some ways that people are addressing them

1.21 * Identify ways that students can take informed action to help address issues and problems at school and/or in the community

1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.