



Grade 1

Crosswalk for Standard Course of Study and Extended Content Standards

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry K-2	
<p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.</p> <p>Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p>	
Category	Indicator
Compelling Questions	<p>I.1.1 Identify inquiry as a process to answer questions and solve issues.</p> <p>I.1.2 Recognize a compelling question with prompting and support.</p> <p>I.1.3 Explain why or how a compelling question is important to a topic or issue.</p>
Supporting Questions	<p>I.1.4 Identify what questions are needed to support the compelling question.</p> <p>I.1.5 Recognize how supporting questions connect to compelling questions.</p>
Gathering and Evaluating Sources	<p>I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources. I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.</p>

Developing Claims and Using Evidence	<i>Starting in Grade 3</i>
Communicating Ideas	I.1.8 Construct responses to compelling questions using information from sources.
Taking Informed Action	I.1.9 Identify problems related to the compelling question that students think are important.

Behavioral Sciences		
Standard	Objectives	Extended Content Standards
1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.	1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.	ECS.1.B.1.1 Identify cultural practices and traditions in local communities and places around the world.
	1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.	ECS.1.B.1.2 Recognize ways that culturally, racially, and ethnically diverse people help shape a community.
	1 B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world.	ECS.1.B.1.3 Recognize how the artistic expressions of diverse people and cultures contribute to communities around the world.
	1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.	ECS.1.B.1.4 Identify various ways disagreements or conflicts are resolved in classrooms, local communities, and the world.

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Civics and Government		
Standard	Objectives	Extended Content Standards
1.C&G.1 Understand how people engage with and participate in the community.	1.C&G.1.1 Exemplify ways individuals and groups play a role in shaping communities.	ECS.1.C&G.1.1 Identify individuals and groups and the role they play in shaping communities.
	1.C&G.2 Exemplify ways individuals and groups contribute to the making of rules and laws.	ECS.1.C&G.1.2 Demonstrate an understanding of who makes rules and laws.
	1.C&G.1.3 Identify the differences between rights and responsibilities of citizens in various communities.	ECS.1.C&G.1.3 Differentiate between a right and a responsibility.
	1.C&G.1.4 Compare various processes or strategies people can use to improve communities.	ECS.1.C&G.1.4 Compare various processes or strategies people can use to improve communities.

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Economics		
Standard	Objectives	Extended Content Standards
1.E.1 Understand the role of basic economic concepts in the decisions people make.	1.E.1.1 Distinguish the relationship between scarcity and limited resources.	ECS.1.E.1.1 Identify an example of scarcity and limited resources.
	1.E.1.2 Recognize the relationship between supply and demand.	ECS.1.E.1.2 Recognize the relationship between supply and demand.
	1.E.1.3 Exemplify how supply and demand affect the choices people make.	ECS.1.E.1.3 Show examples of how supply and demand affect the choices people make.
	1.E.1.4 Summarize reasons why people and countries trade goods and services.	ECS.1.E.1.4 Recognize that people and countries trade goods and services.

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Geography		
Standard	Objectives	Extended Content Standards
1.G.1 Apply geographic representations, tools, and terms to describe surroundings.	1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.	ECS.1.G.1.1 Use maps, globes, and/or digital representations to identify various types of landforms of places around the world.
	1.G.1.2 Exemplify how geographic features are represented by symbols on maps or digital representations.	ECS.1.G.1.2 Identify how geographic features are represented by symbols on maps or digital representations.
1.G.2 Understand interactions between humans and the environment in different places and regions around the world.	1.G.2.1 Explain the various ways the physical environment impacts people in different regions around the world.	ECS.1.G.2.1 Identify various ways the physical environment impacts people in different regions around the world.
	1.G.2.2 Explain the various ways people impact the physical environment in different regions around the world.	ECS.1.G.2.2 Identify the various ways people impact the physical environment in different regions around the world.

History		
Standard	Objectives	Extended Content Standards
1.H.1 Understand how people and events have changed society over time.	1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.	ECS.1.H.1.1 Identify achievements and people throughout history and the impact on communities today.
	1.H.1.2 Use primary and secondary sources to compare multiple perspectives of various events in history.	ECS.1.H.1.2 Compare two or more perspectives of various events in history.