



Archdiocese of Washington Catholic Schools

Academic Standards

Social Studies



1st GRADE

The Home, School, and Nearby Environments

Students in Grade 1 examine changes in their own communities over time and explore the way people live and work together. They begin to understand their rights and responsibilities as citizens as they interact with home, school, and nearby environments.

The Archdiocese of Washington Academic Standards for social studies are organized around five content areas. The content area Standards and the types of learning experiences they provide to students in Grade 1 are described below. On the pages that follow, age-appropriate concepts are listed underneath each Standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

Standard 2 — Civics and Government

Students will explain the meaning of government; explain why rules and laws are needed in the school and community; identify individual rights and responsibilities; and use a variety of sources to learn about the functions of government and roles of citizens.

Standard 3 — Geography

Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

Standard 4 – Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

Standard 5 — Individuals, Society, and Culture

Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.



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Standard I – History

Students will identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

Historical Knowledge

- 1.1.1 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.

Example: People today use different kinds of technology, such as computers, in comparison to the types of technology people used in the past.

- 1.1.2 Compare past and present similarities and differences in daily life by using biographies, oral histories, and folklore.

Example: Aspects of daily life might include roles of men, women, and children, styles of dress, work within and outside the home, popular games, transportation, schooling, and manners.

- 1.1.3 Identify American songs and symbols.

Example: Symbols — The United States Flag, the Bald Eagle, and the Statue of Liberty; Songs — “The Star-Spangled Banner,” “America the Beautiful.”

- 1.1.4 Discuss how the Pledge of Allegiance is a promise to be loyal to the United States.

- 1.1.5 Identify people and events observed in national celebrations and holidays.

Example: Celebrations and holidays, such as Thanksgiving, the Reverend Martin Luther King, Jr. Day, Presidents’ Day, Independence Day, and Veterans’ Day.

Chronological Thinking

- 1.1.6 Use terms related to time to order events sequentially that have occurred in the school.

Example: Identify and order school events using the terms “past” and “present;” discuss national holidays and historical events associated with the holidays.



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Standard 2 – Civics and Government

Students will explain the meaning of government, explain why rules and laws are needed in the school and community, identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

Foundations of Government

1.2.1 Give examples of people who have the authority* to make and enforce rules.

Example: Parents, teachers, and principals, and pastors.

1.2.2 Identify rights that people have and identify the responsibilities that accompany these rights.

Example: People have the right to own property, such as a house, but this means taking responsibility for the maintenance of the house.

* authority: power that people have the right to use because of custom or law

Functions of Government

1.2.3 Define and give examples of rules and laws.

1.2.4 Identify why rules and laws exist and describe the consequences of not having rules and laws.

Example: Rules and laws exist to establish order and security and to protect rights.

Roles of Citizens

1.2.5 Suggest ways that students' actions can contribute to the common good of the community.

Example: Students help to keep the classroom and school clean by properly disposing of trash.

1.2.6 Identify civic virtues that are needed to be a good citizen.

Example: Fairness, honesty, compassion, responsibility.



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Standard 3 – Geography

Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

The World in Spatial Terms

- 1.3.1 Explain the basic difference between a map* and a globe*.
- 1.3.2 Identify the cardinal directions (north, south, east, west) on maps and globes.

* map: a map is flat and can represent only a part of Earth's surface

* globe: a globe is round and can show the entire Earth

Places and Regions

- 1.3.3 Identify the relative locations* of places in the school setting.
Example: The relative location of the school might be described as “across the road from the fire station” or “near the river.”
- 1.3.4 Identify physical features* and human features* in the geography of school and community.

* relative location: the location of a place in relation to another place or places

* physical features: geographic features that occur in nature, such as land and water forms, natural vegetation, and wildlife

* human features: features created by humans, such as farms, cities, buildings, and roads

Physical Systems

- 1.3.4 Explain the effect of seasonal changes on plants, animals, and people.
Example: Some animals hibernate in winter; people may wear lighter-weight clothing in summer; most plants exhibit new growth in spring.
- 1.3.5 Observe and record the physical processes related to weather on a daily basis. Example: Rainy, sunny, cloudy, warm, cold.

Human Systems

- 1.3.6 Draw simple maps that show how land is used in the school and local community.
Example: Draw maps of the school setting that show the playground and different parts of the school building; make maps that show where people live and work.

Environment and Society

- 1.3.8 Give examples of natural resources — such as water, trees, plants, and soil — and describe how people in the school and community use these resources.



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Standard 4 – Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

- 1.4.1 Identify goods* that people use.
- 1.4.2 Identify services* that people do for each other.
- 1.4.3 Compare and contrast different jobs people do to earn income.
- 1.4.4 Describe how people in the school and community are both producers* and consumers*.
- 1.4.5 Explain that people have to make choices about goods and services because certain resources are limited.
- 1.4.6 Explain that people exchange goods and services to get the things they want.

* goods: tangible objects, such as food or toys, that can satisfy people's wants

* services: actions that someone does for someone else, such as dental care or trash removal

* producers: people who use productive resources* to provide goods or services

* productive resources: human resources, natural resources, and capital resources

* consumers: people who use goods or services

Standard 5 – Individuals, Society and Culture

Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.

- 1.5.1 Identify one's own individual talents, interests, and hobbies, as well as the talents and interests of others.
- 1.5.2 Identify groups to which people belong.
Example: Boy Scouts, Girl Scouts, clubs, musical groups.
- 1.5.3 Give examples of how people show concern, respect each other~ behave responsibly in a group, and resolve differences peacefully.
- 1.5.4 Demonstrate the importance of treating others as they would wish to be treated and practice ways of resolving differences peacefully.
- 1.5.5 Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.