INDIANA
DEPARTMENT *of*
EDUCATION

2024 INDIANA CONTENT CONNECTORS
SOCIAL STUDIES

GRADE 1

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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Grade 1 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana's Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state's alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

Acknowledgments

Grade 1 Social Studies

Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an "E."

Indiana Academic Standards	Content Connectors
History	
1.H.1: Identify continuity and change between past and present in community life using primary sources. ● **Examples:** clothing; the use of technology; methods of transportation; entertainment and customs; the roles of men, women, and children; ethnic and cultural groups; types of work; schools and education in the community; recreation.	**1.H.1a:** Identify how technology and modes of transportation have changed between the past and present in community life using a primary source.
1.H.2: Identify American songs and symbols, and discuss their origins. ● **Examples:** Songs: "The Star-Spangled Banner" and "Yankee Doodle." Symbols: The U.S. flag, the bald eagle, the Statue of Liberty.	**1.H.2a:** Identify an American song and an American symbol. ● **Examples:** "The Star-Spangled Banner", the U.S. flag, and the Statue of Liberty.
1.H.3: Identify local people from the past who have demonstrated good citizenship. ● **Examples:** war veterans, community leaders, volunteers.	**1.H.3a:** Identify local people from the past who have demonstrated good citizenship. ● **Examples:** war veterans, community leaders, volunteers.
1.H.4: Identify people and events observed in national celebrations and holidays. (E) ● **Examples:** Celebrations and holidays, such as Thanksgiving, Reverend Martin Luther King, Jr. Day, Presidents' Day, Independence Day, Arbor Day, Veterans' Day.	**1.H.4a:** Identify a person and an event observed in national celebrations and holidays. (E) ● **Examples:** Celebrations and holidays, such as Thanksgiving, Reverend Martin Luther King, Jr. Day, Presidents' Day, Independence Day, Arbor Day, Veterans' Day.
1.H.5: Develop a simple timeline of important events in the student's life. (E)	**1.H.5a:** Place three events from the student's life in chronological order on a provided timeline. (E)

1.H.6: Use the terms past and present; yesterday, today, and tomorrow; and next week and last week to sequentially order events that have occurred in the school. (E)	**1.H.6a:** Sequentially order three events and identify if they occurred yesterday, today, or tomorrow. (E)
1.H.7: Explain how clocks and calendars are used to measure time.	**1.H.7a:** Identify that a clock measures time of day and a calendar measures days of a month.
1.H.8: Distinguish between historical fact and fiction in American folktales and legends that are part of American culture. ● **Examples:** Johnny Appleseed, Paul Bunyan, John Henry.	**1.H.8a:** Identify American folktales and legends that are part of American culture. ● **Examples:** Johnny Appleseed, Paul Bunyan, John Henry.
<td colspan="2" align="center">**Civics and Government**</td>
1.C.1: Identify rights that people have and the responsibilities that accompany these rights. (E) ● **Examples:** Students have the right to feel safe in the school and community, and they have the responsibility to follow community safety rules.	**1.C.1a:** Identify two basic rights people have and responsibilities that accompany these rights. (E) ● **Examples:** Students have the right to feel safe in the school and community, and they have the responsibility to follow community safety rules.
1.C.2: Define and give examples of rules and laws in the school and the community, and explain the benefits of these rules and laws.	**1.C.2a:** Explain and give an example of rules and laws in the school and the community. (E)
1.C.3: Describe ways that individual actions can contribute to the common good of the classroom or community. ● **Examples**: Students help to keep the classroom and school clean by properly disposing of trash.	**1.C.3a:** Identify two actions a student can do to help contribute to their classroom. ● **Examples:** Students help to keep the classroom and school clean by properly disposing of trash.
1.C.4: Define the term citizens and describe the characteristics of good citizenship. (E) ● **Examples**: fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family, respecting property.	**1.C.4a:** Differentiate examples of what good citizens do as opposed to those who do not show good citizenship. (E) ● **Example:** fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family, respecting property

1.C.5: Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.	**1.C.5a:** Describe the Pledge of Allegiance as a promise to be loyal to the United States.
**Geography**
1.G.1: Identify the cardinal directions (i.e., north, south, east, and west) on maps and globes and at the classroom/school. (E)	**1.G.1a:** Identify the cardinal directions (i.e., north, south, east, and west) on a map or a globe. (E)
1.G.2: Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes. (E)	**1.G.2a:** Identify continents, hemispheres, oceans, and cities. (E)
1.G.3: Identify and describe the relative locations of places in the school setting. ● **Examples:** The relative location of the school might be described as "across the road from the fire station" or "near the river."	**1.G.3a:** Identify and describe the relative locations of places in the school building. ● **Examples:** The relative location of places in the school might be described as "across the hall from the library" or "near the cafeteria."
1.G.4: Identify and describe physical features and human features of the local community, including home, school, and neighborhood.	**1.G.4a:** Identify and describe physical or human features of home and school. ● **Examples:** physical-location of the home, playground at the school; human-the people who live in a home, the individuals that attend the school.
1.G.5: Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana, such as family traditions and customs and traditional clothing and food.	**1.G.5a:** Compare the family traditions of two ethnic or cultural groups found in Indiana.
**Economics**
1.E.1: Identify goods (e.g., tangible objects, such as food or toys, that can satisfy people's wants) that people use. (E)	**1.E.1a:** Identify three goods that people use every day. (E)
1.E.2: Identify services (e.g., actions that someone does for someone else) that people do for each other. (E)	**1.E.2a:** Identify services (e.g., actions that someone does for someone else) that people do for each other. (E)

1.E.3: Explain that people have to make choices about goods and services because resources are limited in relation to people's wants (e.g., scarcity).	**1.E.3a:** Identify that people have to make choices about goods and services because resources are limited in relation to people's wants (e.g., scarcity).