

Culture

1st Grade Social Studies

Standard 1

I. I can recognize and describe examples of differences within school and neighborhood.

- I.a I can recognize differences within my school and community.
- I.b I can share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions.
- I.c I can recognize and demonstrate respect for the differences within one's community (e.g. activities, Friendships, associations)
- I.d I can recognize and describe the importance of schools and neighborhoods.



I. I can recognize and identify people and their roles in the school and neighborhood. I can explain how those rolls change over time.

- 2.a I can identify the roles of people in the school (e.g. secretary, principal, bus driver)
- 2.b I can explain the roles of people in the neighborhood (e.g. firefighter, mail carrier, farmer)
- 2.c I can list and discuss how neighborhoods change over time (e.g. new businesses, technology)

Citizenship

1st Grade Social Studies

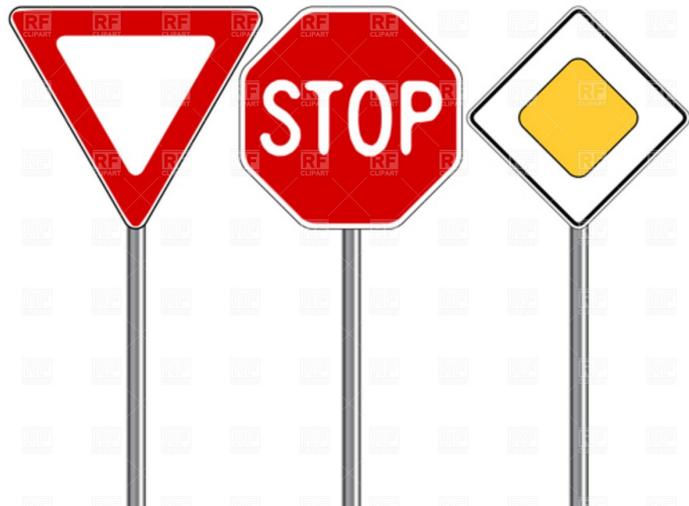
Standard 2

1. I can describe and demonstrate appropriate social skills necessary for working in a group.

- 1.a □ I can describe behaviors that contribute to cooperation within groups at school and in a neighborhood.
- 1.b □ I can discuss the roles and responsibilities of being a member of a group.
- 1.c □ I can participate in a group activity modeling appropriate group behavior.
- 1.d □ I can identify and express feelings in an appropriate way.
- 1.e □ I can articulate how individual choices affect self, peers, and others.
- 1.f □ I can communicate positive feelings and ideas of self.
- 1.g □ I can predict possible consequences for a variety of actions.

2. I can identify and list responsibilities in the school and in the neighborhood.

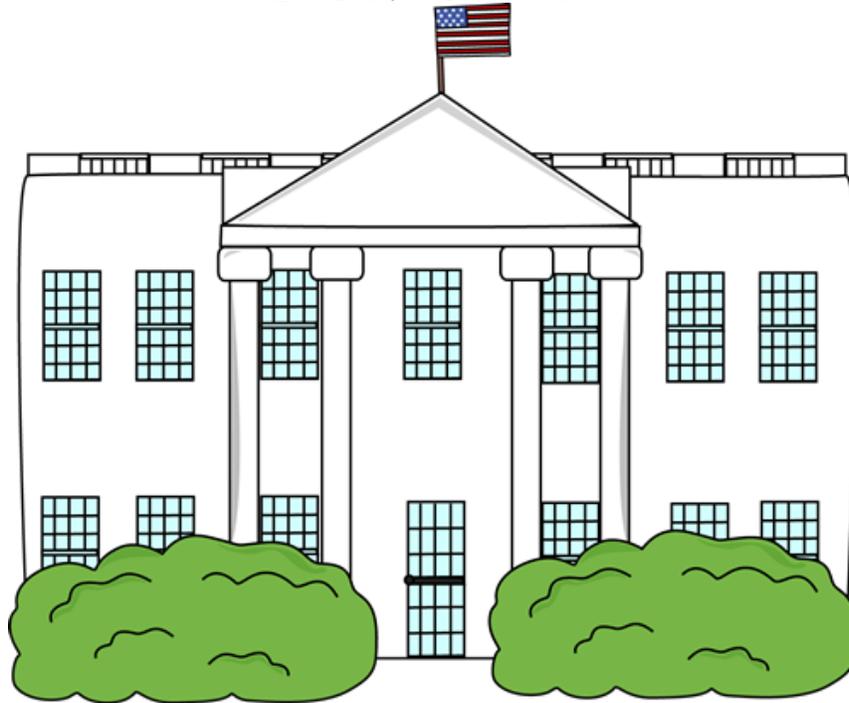
- 2.a □ I can describe and practice responsible behavior inherent in being a good citizen in the school and neighborhood.
- 2.b □ I can explain why schools have rules, and give examples of neighborhood rules (e.g. respecting private property, traffic signs, reporting stealing).
- 2.c □ I can demonstrate respect for others in the neighborhood (e.g. respect the rights and opinions of others, fair play).
- 2.d □ I can participate in responsible activities that contribute to the school and neighborhood (e.g. take turns, listen)
- 2.e □ I can practice and demonstrate safety in the classroom (e.g. classroom safety procedures, playground rules).



Citizenship

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Standard 2



3. I can name school, neighborhood, Utah state, and national symbols, landmarks, and documents.

- 3.a I can identify school symbols and landmarks.
- 3.b I can identify neighborhood and community symbols and landmarks (e.g. firehouse, church, city hall).
- 3.c I can identify Utah state symbols, documents, and landmarks.
- 3.d I can identify national symbols, documents, and landmarks (e.g. Liberty bell, White House, Declaration of Independence).
- 3.e I can demonstrate respect for patriotic practices and customs (e.g. pledge of allegiance).

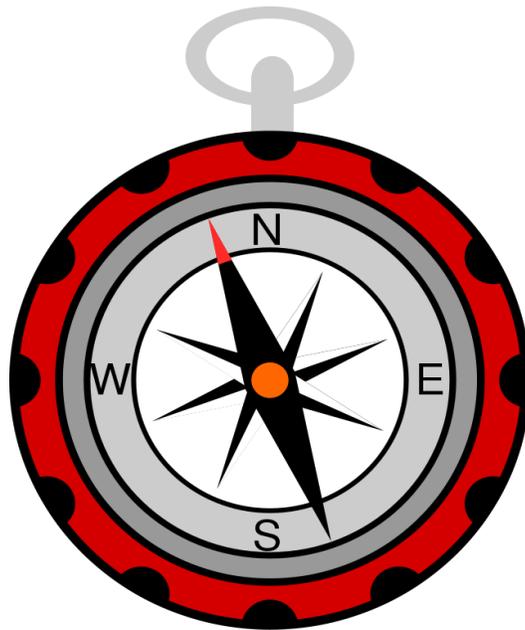
Geography

1st Grade Social Studies

Standard 3

1. I can identify and use geographic terms and tools.

- 1.a I can use a compass to locate cardinal directions.
- 1.b I can the equator and north/ south poles.
- 1.c I can identify Utah on a variety of maps and on a globe.
- 1.d I can identify the United States on a variety of maps and on a globe.



2. I can recognize and use a map or a globe.

- 2.a I can create a map showing important sites or landmarks on a school or community (e.g. firehouse, city hall, church).
- 2.b I can locate physical features (e.g. continents, oceans) and man-made features (e.g. equator, countries) on a map and on a globe.
- 2.c I can identify the compass rose and cardinal directions on a map and on a globe.

Financial Literacy

1st Grade Social Studies

Standard 4

1. I can explain how goods and services meet people's needs.

- 1.a □ I can identify examples of goods and services in the home and in the school.
- 1.b □ I can explain ways that people exchange goods and services.
- 1.c □ I can explain how people earn money by working at a job.
- 1.d □ I can explain the concept of exchanging money to purchase goods and services.

2. I can recognize that people need to make choices to meet their needs.

- 2.a □ I can describe the economic choices that people make regarding goods and services.
- 2.b □ I can describe why wanting more than a person can have requires a person to make choices.
- 2.c □ I can identify choices families make when buying goods and services.
- 2.d □ I can explain why people save money to buy goods and services in the future.

