

2018 1ST GRADE SOCIAL SCIENCES CROSSWALK

Civics and Government

Points of Emphasis

Standards focus on students understanding and acting responsible citizens.

Possible Essential Questions

How should I behave when there is no one watching me?

How do people get money?

Civics and Government Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
1.13. Describe the responsibilities of leaders. 1.15. Demonstrate the ability to be both a leader and team member.	1.1. Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish common task.
1.14. Describe the responsibilities of team members.	1.2. Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies , and independent work).
1.16. Identify the United States and Oregon flags and other symbols.	
1.17. Identify and describe significant holidays.	

Economics

Points of Emphasis

Standards separate economics and financial literacy for consistency K-12. Standards remain essentially unchanged for Kindergarten.

Possible Essential Questions

How do people get money?

Why are some things so expensive?

Economics Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
1.19. Identify sources of income (e.g., gifts, borrowing, allowance, and work wages).	1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).
	1.4 Compare and contrast the monetary value of items. (Some things cost more than others do.)

Multicultural Studies

Points of Emphasis

The 2018 standards identify multicultural studies' standards. Each standard is also found embedded in one of the traditional social studies domains. Local decisions must determine how these required standards will be addressed.

Possible Essential Questions

Multicultural Studies Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
	1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).
	1.6 Describe ways people celebrate their diverse cultural heritages in the community. (Geography)
	1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)
	1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. (History)
	1.14 Make connections between the student's family and other families, the student's school and other schools. (History)

Financial Literacy

Points of Emphasis

Standards separate economics and financial literacy for consistency K-12. Added for 2018 is student thinking about how money is spent.

Possible Essential Questions

How should I spend my money?

Why should I save my money?

Financial Literacy Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
1.18. Explain how personal saving and spending can be used to meet short-term financial goals.	1.5 Identify different uses of money (saving, spending and sharing/contributing)
1.19. Identify sources of income (e.g., gifts, borrowing, allowance, and work wages).	

Geography

Points of Emphasis

Standards continue from 2011 with addition of construction of geographic models

Possible Essential Questions

What are the important events in our community?

Why do we have summer vacation with no school?

Geography Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
1.9. Describe ways people celebrate their diverse cultural heritages in the community.	1.6 Describe ways people celebrate their diverse cultural heritages in the community.
1.10. Locate and identify important places in the community (school, library, fire department, etc.).	1.7 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).
1.11. Explain how seasonal changes influence activities in school and community.	1.8 Explain how seasonal changes influence activities in school and community.
1.12. Give examples of local natural resources and describe how people use them.	1.9 Give examples of local natural resources and describe how people use them.
	1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.

History

Focus

Me and my world

Points of Emphasis

The new standards require students to understand and explore narrative history with an emphasis on sequence and individual histories.

Possible Essential Questions

How do we change something that is not fair?

History Crosswalk

	2011 Grade Level Standards	2018 Grade Levels Standards
Historical Knowledge	1.1. Describe how people live in the community.	1.11 Understand that families have a past.
	1.2. Compare the ways people lived in the community in the past with the way they live in the present.	1.12 Identify songs and symbols commonly associated with the United States of America.
	1.3. Identify American songs and symbols.	1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.

	2011 Grade Level Standards	2018 Grade Levels Standards
		1.14 Make connections between the student’s family and other families, the student’s school and other schools
Historical Thinking	1.5. Use terms related to time to sequentially order events that have occurred.	1.15 Use terms related to time to place events that have occurred in sequential order.
	1.7. Develop and analyze a simple timeline of important events.	1.16 Develop and analyze a simple timeline of important family events in a 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.

Social Science Analysis

Points of Emphasis

Social Science Analysis should be used for all domains with emphasis on students preparing to take informed action and utilizing a variety of verified sources for factual information.

Possible Essential Questions

How do I know the difference between a fact and opinion?

How should I use new information as I take action?

Social Science Analysis Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
1.20. Identify cause-and-effect relationships.	1.19 Identify cause-and-effect relationships.
1.21. Identify an issue or problem that can be studied.	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.
	1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.