

Standards Correlation

Indiana Academic Standards

1st Grade Social Studies Standards

In first grade, students will learn about their role as a citizen, basic geographic concepts, important historical events and figures, and the American economic system. Evidence of specific coverage can be found in the lessons listed below, though it may take the full chapter before students are able to demonstrate mastery of each standard.

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online; **IEM:** IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

Standard 1 History

Students 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 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; Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation

Be a Social Studies Detective (IO): More to Explore: Evaluating Sources; **Chapter 1, Lesson 5 (TE, IJ, RC):** Rights and Responsibilities; **Chapter 1, Lesson 5 (IO):** More to Explore: Explore Perspectives; **Chapter 4, Lesson 1 (TE, IJ):** Discovering Our History; **Chapter 4, Lesson 2 (TE, IJ):** Daily Life Then and Now; **Chapter 4, Lesson 2 (IO):** Lesson Video: School Long Ago; **Chapter 4 (IEM, IEM TG):** Fire!; **Chapter 4 (IEM, IEM TG):** A Trip to the Store; **Chapter 4 (IEM, IEM TG):** The Subway; **Chapter 4 (IEM, IEM TG):** Watching Movies; **Chapter 5, Lesson 4 (TE, IJ):** Work Then and Now

1.1.2 Identify American songs and symbols and discuss their origins.

Examples: Songs: “The Star-Spangled Banner” and “Yankee Doodle”, Symbols: The United States Flag, the bald eagle, and the Statue of Liberty

Be a Social Studies Detective (IO): More to Explore: Our Flag; **Be a Social Studies Detective (TE, RC):** Explore Citizenship; **Chapter 3, Lesson 3 (TE, IJ):** National and State Symbols; **Chapter 3, Lesson 3 (IO):** Lesson Video: Meet the Statue of Liberty; **Chapter 3, Take Action (TE, RC):** Connections in Action!; **Chapter 3 (IEM, IEM TG):** Volunteers for Liberty

1.1.3 Identify local people from the past who have demonstrated good citizenship.

Examples: War veterans, community leaders, and volunteers

Explore Indiana (IO): People You Should Know; **Chapter 1, Lesson 1 (TE, RC):** Rules and Laws; **Chapter 1, Lesson 5 (TE, IJ):** Rights and Responsibilities; **Chapter 3, Lesson 4 (TE):** Our Monuments; **Chapter 3, Lesson 5 (TE):** Our Important People and Events

1.1.4 Identify people and events observed in national celebrations and holidays.

Examples: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day

Chapter 3, Lesson 1 (TE, IJ): Independence Day; **Chapter 3, Lesson 1 (IO):** Lesson Video: Celebrating Independence Day; **Chapter 3, Lesson 5 (TE, IJ):** Our Important People and Events; **Chapter 3, Lesson 5 (IO):** More to Explore: Citizenship Holidays; **Chapter 3 (IEM, IEM TG):** Our American Holidays; **Chapter 3 (IEM, IEM TG):** Freedom’s Bell; **Reference Sources (TE, RC):** Celebrate Holidays

Chronological Thinking, Historical Analysis and Interpretation, and Research

1.1.5 Develop a simple timeline of important events in the student’s life.

Chapter 4, Lesson 1 (TE, IJ): Discovering Our History

1.1.6 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.

Chapter 1, Engage (TE, IJ): Explore Words; Chapter 4, Engage (TE, IJ): Explore Words; Chapter 4, Lesson 1 (TE, IJ): Discovering Our History; Chapter 4, Lesson 2 (TE): Daily Life Then and Now; Chapter 5, Lesson 2 (TE): Trading with Others

1.1.7 Explain how clocks and calendars are used to measure time.

Chapter 3 Overview (TE): Connect to Math; Chapter 3, Lesson 1 (TE, RC): Independence Day

Standard 2 Civics and Government

Students explain the meaning of government; explain why rules and laws are needed in the school and community. They 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 Identify rights that people have and identify the responsibilities that accompany these rights.

Examples: Students have the right to feel safe in the school and community and they have the responsibility to follow community safety rules

Chapter 1, Lesson 1 (TE, RC): Rules and Laws; Chapter 1, Lesson 2 (TE): Getting Along With Others; Chapter 1, Lesson 3 (TE, IJ): Citizenship and Respect; Chapter 1, Lesson 4 (TE): Voting in Our Country; Chapter 1, Lesson 4 (IO): More to Explore: Voting for the Field Trip; Chapter 1, Lesson 5 (TE, IJ, RC): Rights and Responsibilities; Chapter 3, Lesson 2 (TE, IJ, RC): The U.S. Constitution; Chapter 3, Lesson 2 (IO): Lesson Video: The Right to Vote; Chapter 3 (IEM, IEM TG): Bill of Rights

Functions of Government

1.2.2 Define and give examples of rules and laws in the school and the community and explain the benefits of these rules and laws.

Chapter 1, Lesson 1 (TE, IJ): Rules and Laws; Chapter 1, Lesson 1 (IO): More to Explore: Rules and Laws; Chapter 1 (IEM, IEM TG): Rule and Laws; Chapter 1 (IEM, IEM TG): Rule Song Time

Roles of Citizens

1.2.3 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.

Chapter 1, Lesson 1 (TE, IJ): Rules and Laws; Chapter 1, Lesson 2 (TE, IJ): Getting Along With Others; Chapter 1, Lesson 3 (IO): Lesson Video: Helping in the Community; Chapter 1 (IEM, IEM TG): Getting Along with Others

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<p>1.2.4 Define what a citizen is and describe the characteristics of good citizenship.</p> <p>Examples: Fairness, honesty, doing your personal best, respecting your beliefs and differences of others, responsibility to family, and respecting property</p>	<p>Chapter 1, Lesson 1 (TE, IJ, RC): Rules and Laws; Chapter 1, Lesson 2 (TE, IJ): Getting Along With Others; Chapter 1, Lesson 3 (TE, IJ): Citizenship and Respect; Chapter 1, Lesson 3 (IO): Lesson Video: Helping in the Community; Chapter 1, Take Action (TE, IJ): Inquiry Project</p>
<p>1.2.5 Repeat the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.</p>	<p>Chapter 3, Lesson 3 (TE, IJ): National and State Symbols</p>
<p>Standard 3 Geography <i>Students identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They identify selected geographic characteristics of their home, school, and neighborhood.</i></p>	
<p>The World in Spatial Terms</p>	
<p>1.3.1 Identify the cardinal directions (north, south, east, and west) on maps and globes and at the classroom/school.</p>	<p>Chapter 2, Lesson 1 (TE, IJ, RC): How Do Maps Help Us?; Chapter 2, Lesson 1 (IO): Investigate Map Skills; Chapter 2, Lesson 2 (TE): Kinds of Maps; Chapter 2 (IEM, IEM TG): Life on Top of the World</p>
<p>1.3.2 Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes.</p>	<p>Explore Indiana (IO): Where We Live in Indiana; Explore Indiana (IO): Connections in Action; Chapter 2, Lesson 1 (TE): How Do Maps Help Us?; Chapter 2, Lesson 2 (TE, IJ, RC): Kinds of Maps; Chapter 2, Lesson 3 (TE): Maps and Globes; Chapter 2, Lesson 3 (IO): Continents on a Map; Chapter 2 (IEM, IEM TG): Explore Kansas!</p>
<p>Places and Regions</p>	
<p>1.3.3 Identify and describe the relative locations of places in the school setting.</p> <p>Examples: The relative location of the school might be described as “across the road from the fire station” or “near the river.”</p>	<p>Chapter 2, Lesson 1 (TE, IJ): How Do Maps Help Us?; Chapter 2, Lesson 4 (TE): Where Do We Live?; Chapter 2 (IEM, IEM TG): Life on Top of the World</p>

<p>1.3.4 Identify and describe physical features and human features of the local community including home, school, and neighborhood.</p>	<p>Chapter 2, Lesson 1 (TE): How Do Maps Help Us?; Chapter 2, Lesson 2 (TE, RC): Kinds of Maps; Chapter 2, Lesson 3 (TE, IJ): Maps and Globes; Chapter 2, Lesson 4 (TE, IJ): Where Do We Live?; Chapter 2, Lesson 5 (TE, IJ): Location and Weather; Chapter 2 (IEM, IEM TG): Where We Live; Chapter 2 (IEM, IEM TG): Faraway Friends; Chapter 2 (IEM, IEM TG): City Life, Country Life; Chapter 5 (IEM, IEM TG): A Slice of America</p>
<p>Physical Systems</p>	
<p>1.3.5 Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight during the different seasons of the year in relation to the Earth/sun relationship.</p>	<p>Explore Indiana (IO): Engage with the Essential Question; Explore Indiana (IO): Indiana Weather; Explore Indiana (IO): Connections in Action; Chapter 2, Lesson 5 (TE, IJ): Location and Weather; Chapter 2, Lesson 5 (IO): Lesson Video: Why We Have Seasons</p>
<p>1.3.6 Explain the effect of seasonal change on plants, animals, and people.</p>	<p>Explore Indiana (IO): What Do Animals Do in the Winter?; Explore Indiana (IO): Connections in Action; Chapter 2, Lesson 5 (TE, RC): Location and Weather</p>
<p>Human Systems</p>	
<p>1.3.7 Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood. Examples: Draw simple maps of the school setting that show the playground and different parts of the school building. Make maps that show the location of the school office, library, gymnasium, and cafeteria.</p>	<p>Chapter 2, Lesson 1 (TE, IJ): How Do Maps Help Us?; Chapter 2, Lesson 2 (TE, IJ): Kinds of Maps; Chapter 2, Take Action (TE, RC): More to Explore</p>
<p>1.3.8 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.</p>	<p>Explore Indiana (IO): Engage with the Essential Question; Explore Indiana (IO): Indiana Traditions; Explore Indiana (IO): Report Your Findings; Chapter 4, Lesson 3 (TE): Many Cultures; Chapter 4, Lesson 3 (IO): More to Explore: Investigating American Food; Chapter 4, Lesson 4 (TE): Our Customs; Chapter 4, Lesson 5 (TE): Our Traditions; Chapter 4, Lesson 5 (IO): More to Explore: Compare Traditions; Chapter 4 (IEM, IEM TG): Native American Stories; Chapter 4 (IEM, IEM TG): Alma Flor Ada: A Family of Storytellers</p>

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Standard 4 Economics

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

<p>1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people’s wants) that people use.</p>	<p>Chapter 5, Lesson 1 (TE, IJ, RC): Goods and Services; Chapter 5, Lesson 5 (IO): Investigate Classify; Chapter 5 (IEM, IEM TG): Goods and Services</p>
<p>1.4.2 Identify services (actions that someone does for someone else) that people do for each other.</p>	<p>Chapter 5, Lesson 1 (TE, IJ, RC): Goods and Services; Chapter 5, Lesson 5 (IO): Investigate Classify; Chapter 5 (IEM, IEM TG): Goods and Services</p>
<p>1.4.3 Compare and contrast different jobs people do to earn income.</p>	<p>Chapter 5, Engage (TE, IJ, RC): Inquiry Project; Chapter 5, Lesson 3 (TE, IJ, RC): Jobs People Do; Chapter 5, Lesson 3 (IO): More to Explore: What’s My Job?; Chapter 5 (IEM, IEM TG): People at Work; Chapter 5 (IEM, IEM TG): A Doctor’s Work</p>
<p>1.4.4 Describe how people in the school and community are both producers (people who use resources to provide goods or services) and consumers (people who use goods or services).</p>	<p>Chapter 5, Engage (TE, IJ, RC): Inquiry Project; Chapter 5, Lesson 2 (IO): Investigate Indiana: Producers and Consumers; Chapter 5, Take Action (TE, IJ): Inquiry Project</p>
<p>1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people’s wants (scarcity).</p>	<p>Chapter 5, Lesson 5 (TE, IJ, RC): Wants and Needs; Chapter 5 (IEM, IEM TG): Making Good Choices</p>
<p>1.4.6 Explain that people exchange goods and services to get the things they want.</p>	<p>Chapter 5, Lesson 2 (TE, IJ, RC): Trading with Others</p>

Indiana English Language Arts Standards

IMPACT Coverage

IMPACT Social Studies supports the deep interconnectedness of content and literacy. Students learn to read, write, speak, listen, and use language effectively across every chapter. The citations below provide examples but are not an exhaustive list of where skills are included.

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online;

IEM: IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

READING	
Reading: <i>Literature</i>	
Key Ideas and Textual Support	
<p>1.RL.2.1 Ask and answer questions about main idea and key details in a text.</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 1, Lesson 2 (TE, RC): Getting Along With Others; Chapter 2, Investigate (TE, RC): Connect Through Literature; Chapter 2 (IEM, IEM TG): Story Time: What’s Your Vote?; Chapter 3, Investigate (TE, RC): Connect Through Literature; Chapter 3 (IEM, IEM TG): Poetry Corner: Our American Holidays; Chapter 4, Investigate (TE, RC): Connect Through Literature; Chapter 4 (IEM, IEM TG): Poetry Corner: The Splendid USA; Chapter 5, Investigate (TE, RC): Connect Through Literature; Chapter 5 (IEM, IEM TG): Poetry Corner: People at Work</p>
<p>1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>Chapter 1, Lesson 2 (TE, RC): Getting Along With Others; Chapter 2 (IEM, IEM TG): Story Time: What’s Your Vote?; Chapter 3 (IEM, IEM TG): Poetry Corner: Our American Holidays; Chapter 4 (IEM, IEM TG): Poetry Corner: The Splendid USA; Chapter 5 (IEM, IEM TG): Poetry Corner: People at Work</p>
<p>1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 1, Lesson 2 (TE, IJ, RC): Getting Along With Others; Chapter 1, Lesson 2 (IO): Inquiry Tools: Problem and Solution; Chapter 1 (IEM, IEM TG): A Day in the Life of a Park Ranger; Chapter 2, Investigate (TE, RC): Connect Through Literature; Chapter 2 (IEM, IEM TG): Story Time: What’s Your Vote?; Chapter 3 (IEM, IEM TG): Poetry Corner: Our American Holidays; Chapter 3, Lesson 3 (TE, IJ, RC): National and State Symbols; Chapter 4 (IEM, IEM TG): A Trip to the General Store; Chapter 5, Investigate (TE, RC): Connect Through Literature; Chapter 5 (IEM, IEM TG): Poetry Corner: People at Work</p>

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<p>1.RL.2.4 Make and confirm predictions about what will happen next in a story.</p>	<p>Chapter 1, Lesson 2 (TE): Getting Along With Others</p>
<p>Structural Elements and Organization</p>	
<p>1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 1, Reader’s Theater (TE, IJ): Goldilocks and the Three Bears; Chapter 2, Investigate (TE, RC): Connect Through Literature; Chapter 1, Reader’s Theater (TE, IJ): City Cousin, Country Cousin; Chapter 3, Investigate (TE, RC): Connect Through Literature; Chapter 4, Investigate (TE, RC): Connect Through Literature; Chapter 4, Reader’s Theater (TE, IJ): Welcome to the Neighborhood!; Chapter 5, Investigate (TE, RC): Connect Through Literature</p>
<p>Reading: <i>Nonfiction</i></p>	
<p>Key Ideas and Textual Support</p>	
<p>1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.</p>	<p>Be a Social Studies Detective (IO): More to Explore: Evaluating Sources; Chapter 1, Lesson 1 (TE, IJ, RC): Rules and Laws; Chapter 1, Lesson 3 (TE, IJ, RC): Citizenship and Respect; Chapter 1, Lesson 5 (TE, IJ, RC): Rights and Responsibilities; Chapter 1, Lesson 5 (IO): Inquiry Tools: Investigate Contrast; Chapter 2, Lesson 1 (TE, IJ, RC): How Do Maps Help Us?; Chapter 2, Lesson 2 (TE, IJ, RC): Kinds of Maps; Chapter 3, Lesson 5 (TE, IJ, RC): Our Important People and Events; Chapter 4, Lesson 1 (TE, IJ): Discovering Our History; Chapter 4, Lesson 2 (TE, IJ, RC): Daily Life Then and Now; Chapter 4, Lesson 3 (TE, IJ, RC): Many Cultures; Chapter 4, Lesson 4 (TE, IJ, RC): Our Customs; Chapter 4, Lesson 5 (TE, IJ, RC): Our Traditions; Chapter 5, Lesson 2 (TE): Trading with Others; Chapter 5, Lesson 2 (IO): Inquiry Tools: Investigate Ask and Answer Questions; Chapter 5, Lesson 3 (TE, IJ, RC): Jobs People Do; Chapter 5, Lesson 4 (TE, IJ, RC): Work Then and Now; Chapter 5, Lesson 5 (TE, IJ, RC): Wants and Needs</p> <p><i>This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.</i></p>

<p>1.RN.2.2 Retell main ideas and key details of a text.</p>	<p>Chapter 1, Lesson 1 (TE, IJ, RC): Rules and Laws; Chapter 1, Lesson 1 (IO): Inquiry Tools: Explore Topic and Key Details; Chapter 1, Lesson 4 (TE, IJ, RC): Voting in Our Country; Chapter 1, Lesson 4 (IO): Inquiry Tools: Investigate Topic and Key Details; Chapter 2, Lesson 2 (IO): Investigate Key Details; Chapter 2, Lesson 3 (TE, IJ, RC): Maps and Globes; Chapter 2, Lesson 4 (IO): Inquiry Tools: Investigate Main Topic and Key Details; Chapter 3, Lesson 2 (IO): Investigate Key Details; Chapter 3, Lesson 3 (IO): Inquiry Tools: Investigate Main Topic and Details; Chapter 3, Lesson 4 (TE, IJ, RC): Our Monuments; Chapter 3, Lesson 5 (IO): Investigate Key Details; Chapter 4, Lesson 1 (TE, IJ): Discovering Our History; Chapter 4, Lesson 1 (IO): Investigate Key Details; Chapter 4, Lesson 3 (IO): Investigate Summarizing; Chapter 5, Lesson 1 (IO): Investigate Key Details; Chapter 5, Lesson 4 (TE, IJ, RC): Work Then and Now <i>This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.</i></p>
<p>1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Chapter 1, Lesson 4 (TE, IJ, RC): Voting in Our Country; Chapter 1, Lesson 5 (IO): Inquiry Tools: Investigate Contrast; Chapter 2, Lesson 3 (TE, IJ, RC): Maps and Globes; Chapter 2, Lesson 3 (IO): Inquiry Tools: Investigate Compare and Contrast; Chapter 2, Lesson 5 (TE, IJ, RC): Location and Weather; Chapter 2, Lesson 5 (IO): Inquiry Tools: Investigate Cause and Effect; Chapter 3, Lesson 1 (TE, IJ, RC): Independence Day; Chapter 4, Lesson 2 (IO): Inquiry Tools: Investigate Compare and Contrast; Chapter 4, Lesson 3 (TE, IJ, RC): Many Cultures; Chapter 4, Lesson 4 (IO): Inquiry Tools: Investigate Compare and Contrast; Chapter 4, Lesson 5 (TE, IJ, RC): Our Traditions; Chapter 5, Lesson 1 (TE, IJ, RC): Goods and Services; Chapter 5, Lesson 2 (TE, IJ, RC): Trading with Others; Chapter 5, Lesson 3 (TE, IJ, RC): Jobs People Do</p>

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Structural Elements and Organization

1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

Chapter 1, Lesson 3 (IO): Inquiry Tools: Investigate Words and Pictures; **Chapter 2, Lesson 1 (IO):** Investigate Map Skills; **Chapter 2, Lesson 2 (TE, IJ, RC):** Kinds of Maps; **Chapter 2, Lesson 2 (IO):** More to Explore: Types of Maps; **Chapter 2, Lesson 3 (IO):** Continents on a Map; **Chapter 2, Lesson 4 (TE, IJ, RC):** Where Do We Live?; **Chapter 2, Lesson 4 (IO):** Countries in North America; **Chapter 5, Lesson 4 (TE, IJ, RC):** Work Then and Now; **Chapter 5, Lesson 4 (IO):** Investigate Make Connections

1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.

Chapter 3, Lesson 1 (TE, IJ, RC): Why Do Americans Celebrate Independence Day?; **Chapter 3, Lesson 1 (IO):** Inquiry Tools: Investigate Sequence

Synthesis and Connection of Ideas

1.RN.4.1 Identify the reasons the author gives to support points in a text.

Be a Social Studies Detective (IO): More to Explore: Evaluating Sources

Reading: Vocabulary

Vocabulary Building

1.RV.2.1 Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

Chapter 1, Lesson 4 (TE, IJ, RC): Voting in Our Country; **Chapter 2, Lesson 1 (TE, IJ, RC):** How Do Maps Help Us?; **Chapter 3, Lesson 1 (TE, IJ, RC):** Independence Day; **Chapter 3, Lesson 2 (TE, IJ, RC):** The U.S. Constitution; **Chapter 3, Lesson 3 (TE, IJ, RC):** National and State Symbols; **Chapter 3, Lesson 4 (TE, IJ, RC):** Our Monuments; **Chapter 3, Lesson 5 (TE, IJ, RC):** Our Important People and Events; **Chapter 4, Lesson 5 (TE, IJ, RC):** Our Traditions

Vocabulary in Literature and Nonfiction Texts

1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

Chapter 1, Lesson 1 (TE, IJ, RC): Rules and Laws; **Chapter 1, Lesson 2 (TE, IJ, RC):** Getting Along With Others; **Chapter 1, Lesson 3 (TE, IJ, RC):** Citizenship and Respect; **Chapter 5, Lesson 1 (TE, IJ, RC):** Goods and Services; **Chapter 5, Lesson 3 (TE, IJ, RC):** Jobs People Do; **Chapter 5, Lesson 4 (TE, IJ, RC):** Work Then and Now
This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online, as well as the Build Meaning & Support Language section for each lesson in the IMPACT Teacher's Edition.

WRITING

Writing Genres: Argumentative, Informative, and Narrative

1.W.3.1 Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.

Chapter 1, Engage (TE, IJ): Inquiry Project; **Chapter 1, Lesson 1 (TE, IJ):** Rules and Laws; **Chapter 1, Lesson 2 (TE, IJ):** Getting Along With Others; **Chapter 1, Take Action (TE, IJ):** Inquiry Project; **Chapter 2, Lesson 3 (TE, IJ):** Maps and Globes

1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

Chapter 1, Lesson 3 (TE, IJ): Citizenship and Respect; **Chapter 1, Lesson 4 (TE, IJ):** Voting in Our Country; **Chapter 1, Lesson 5 (TE, IJ):** Rights and Responsibilities; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Lesson 1 (TE, IJ):** How Do Maps Help Us?; **Chapter 2, Lesson 4 (TE, IJ):** Where Do We Live?; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Lesson 1 (TE, IJ):** Independence Day; **Chapter 3, Lesson 4 (TE, IJ):** Our Monuments; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Lesson 1 (TE, IJ):** Discovering Our History; **Chapter 4, Lesson 2 (TE, IJ):** Daily Life Then and Now; **Chapter 4, Lesson 4 (TE, IJ):** Our Customs; **Chapter 4, Lesson 5 (TE, IJ):** Our Traditions; **Chapter 5, Lesson 1 (TE, IJ):** Goods and Services; **Chapter 5, Lesson 2 (TE, IJ):** Trading with Others; **Chapter 5, Lesson 5 (TE, IJ):** Wants and Needs

1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

Chapter 1, Take Action (TE, RC): More to Explore

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

1.W.5 With support, conduct simple research on a topic

- Identify several sources of information and indicate the sources.
- Organize information, using graphic organizers or other aids.
- Make informal presentations on information gathered.

Be a Social Studies Detective (IO): More to Explore: Evaluating Sources; **Chapter 1, Engage (TE, IJ):** Inquiry Project; **Chapter 1, Take Action (TE, IJ):** Inquiry Project; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Engage (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Engage (TE, IJ):** Inquiry Project; **Chapter 5, Take Action (TE, IJ):** Inquiry Project

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Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

1.W.6.1 Demonstrate command of English grammar and usage, focusing on:

1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.

Chapter 3, Lesson 3 (TE): National and State Symbols;
Chapter 5, Lesson 5 (TE): Wants and Needs

1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

Chapter 5, Lesson 4 (TE): Work Then and Now

1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Chapter 1, Lesson 4 (TE, IJ): Voting in Our Country;
Chapter 2, Engage (TE, IJ): Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Lesson 2 (TE, IJ):** Daily Life Then and Now

1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

Chapter 1, Lesson 3 (TE): Citizenship and Respect;
Chapter 2, Lesson 4 (TE): Where Do We Live?; **Chapter 3, Lesson 5 (TE):** Our Important People and Events

1.W.6.2b Punctuation –

- Correctly using a period, question mark, and exclamation mark at the end of a sentence.
- Using commas in dates and to separate items in a series.

Chapter 1, Lesson 3 (TE): Citizenship and Respect

1.W.6.2c Spelling –

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

Chapter 1, Lesson 4 (TE): Voting in Our Country;
Chapter 4, Lesson 5 (TE): Our Traditions

SPEAKING AND LISTENING

Speaking and Listening

Discussion and Collaboration

<p>1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p>Chapter 1 Video (IO): Being a Good Citizen; Chapter 1, Lesson 3 (TE, IJ, RC): Citizenship and Respect; Chapter 1, Lesson 5 (TE, IJ, RC): Rights and Responsibilities; Chapter 1, Take Action (TE, IJ): Inquiry Project; Chapter 2, Lesson 2 (TE, IJ, RC): Kinds of Maps; Chapter 2, Take Action (TE, IJ): Inquiry Project; Chapter 3, Take Action (TE, IJ): Inquiry Project; Chapter 4, Take Action (TE, IJ): Inquiry Project; Chapter 5, Lesson 1 (TE, IJ, RC): Goods and Services; Chapter 5, Lesson 2 (TE, IJ, RC): Trading with Others; Chapter 5, Lesson 3 (TE, IJ, RC): Jobs People Do; Chapter 5, Lesson 4 (TE, IJ, RC): Work Then and Now; Chapter 5, Lesson 5 (TE, IJ, RC): Wants and Needs; Chapter 5, Take Action (TE, IJ): Inquiry Project</p> <p><i>This standard is also covered throughout the IMPACT Explorer Magazine, the IMPACT Explorer Magazine Teaching Guide, and the More to Explore features in most lessons of IMPACT Online.</i></p>
<p>1.SL.2.3 Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</p>	<p>Chapter 1, Lesson 1 (TE, IJ, RC): Rules and Laws; Chapter 2, Lesson 1 (TE, IJ, RC): How Do Maps Help Us?; Chapter 2, Lesson 3 (TE, IJ, RC): Maps and Globes; Chapter 3, Lesson 3 (TE, IJ, RC): National and State Symbols; Chapter 3, Lesson 5 (TE, IJ, RC): Our Important People and Events; Chapter 5, Lesson 2 (TE, IJ, RC): Trading with Others</p>
<p>1.SL.2.4 Ask questions to clarify information about topics and texts under discussion.</p>	<p>Chapter 2, Lesson 1 (TE): How Do Maps Help Us?; Chapter 2, Lesson 3 (TE): Maps and Globes</p>
<p>1.SL.2.5 Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Chapter 1, Lesson 2 (TE, IJ, RC): Getting Along With Others; Chapter 3, Lesson 1 (TE, IJ, RC): Independence Day; Chapter 3, Lesson 4 (TE, IJ, RC): Our Monuments; Chapter 4, Lesson 3 (TE, IJ, RC): Many Cultures; Chapter 4, Lesson 4 (TE, IJ, RC): Our Customs; Chapter 4, Lesson 5 (TE, IJ, RC): Our Traditions; Chapter 5, Lesson 1 (TE, IJ, RC): Goods and Services</p>

Standards Correlation

Comprehension	
1.SL.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.	Chapter 1, Lesson 5 (TE, IJ): Rights and Responsibilities
1.SL.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Chapter 1, Lesson 2 (TE, IJ, RC): Getting Along With Others; Chapter 1, Lesson 4 (TE, IJ, RC): Voting in Our Country; Chapter 2, Lesson 5 (TE, RC, IJ): Location and Weather; Chapter 3, Lesson 1 (TE, IJ, RC): Independence Day; Chapter 4, Lesson 1 (TE, IJ): Discovering Our History; Chapter 4, Lesson 3 (TE, IJ, RC): Many Cultures; Chapter 4, Lesson 5 (TE, IJ, RC): Our Traditions; Chapter 5, Lesson 3 (TE, IJ, RC): Jobs People Do; Chapter 5, Lesson 4 (TE, IJ, RC): Work Then and Now
Presentation of Knowledge and Ideas	
1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	Chapter 2, Lesson 4 (TE, IJ, RC): Where Do We Live?; Chapter 3, Lesson 2 (TE, IJ, RC): The U.S. Constitution; Chapter 3, Lesson 4 (TE, IJ, RC): Our Monuments; Chapter 3, Lesson 5 (TE, IJ, RC): Our Important People and Events; Chapter 4, Lesson 2 (TE, IJ, RC): Daily Life Then and Now; Chapter 4, Lesson 3 (TE, IJ, RC): Many Cultures; Chapter 4, Lesson 4 (TE, IJ, RC): Our Customs; Chapter 5, Lesson 3 (TE, IJ, RC): Jobs People Do; Chapter 5, Lesson 4 (TE, IJ, RC): Work Then and Now; Chapter 5, Lesson 5 (TE, IJ, RC): Wants and Needs
MEDIA LITERACY	
Media Literacy	
1.ML.2.1 Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	Be a Social Studies Detective (TE, RC): Explore and Investigate; Be a Social Studies Detective (IO): More to Explore: Evaluating Sources; Be a Social Studies Detective (IO): More to Explore: Our Flag; Chapter 1, Lesson 3 (IO): Lesson Video: Helping in the Community; Chapter 2, Lesson 1 (IO): IMPACT 360°: Central Park; Chapter 2, Lesson 5 (IO): Lesson Video: Why We Have Seasons; Chapter 3, Lesson 1 (IO): Lesson Video: Celebrating Independence Day; Chapter 3, Lesson 3 (IO): Lesson Video: Meet the Statue of Liberty; Chapter 4, Lesson 1 (IO): Lesson Video: Seeing History in the Grand Canyon; Chapter 4, Lesson 2 (IO): Lesson Video: School Long Ago