

## Correlation of Social Studies Standards, Grade 1

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

| Code | Revised (2019) Standards   | Content Strand | Code | Current (2014) Standards   |
|------|--|----------------|------|--|
| 1.01 | Describe the cultural aspects of a place, including a student's community and state.                                       | C              | 1.01 | Explain with supporting details the culture of a specific place, including a student's community and state.  |
| 1.02 | Define multiculturalism as many different cultures living within a community and state.                                    | C              | 1.02 | Define multiculturalism as many different cultures living within a community, state, or nation.  |
| 1.03 | Compare and contrast family traditions and customs among different cultures within a student's community and state.        | C              | 1.04 | Use collaborative conversations with diverse partners to discuss family customs and traditions.  |
| 1.04 | Give examples of products (goods) that people buy and use.   | E              | 1.08 | Give examples of products (goods) that people buy and use.   |
| 1.05 | Give examples of services (producers) that people provide.   | E              | 1.09 | Give examples of services (producers) that people provide.   |
| 1.06 | Distinguish how people are consumers and producers of goods and services.  | E              | 1.10 | Explain differences between goods and services and describe how people are consumers and producers of goods and services.  |
| 1.07 | Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism). | E              | 1.13 | With prompting and support, read informational texts about major products and industries found in Tennessee, to include mining, music, tourism, automobile manufacturing, and agriculture. |

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| 1.08 | Determine the difference between basic wants and needs, and provide examples of each.  | E              | 1.14 | Examine and analyze economic concepts including basic needs vs. wants and the factors that could influence a person to use money or save money.   |
| 1.09 | Assess factors that could influence a person to use or save money.   | E              | 1.14 | Examine and analyze economic concepts including basic needs vs. wants and the factors that could influence a person to use money or save money.   |
| 1.10 | Recognize basic map symbols, including: cities, land, roads, and water.  | G              | 1.15 | Recognize basic map symbols, including references to land, water, cities, and roads.  |
| 1.11 | Locate Tennessee, Nashville, and Washington, D.C. on a U.S. map.   | G              | 1.19 | Locate Washington, D.C. and Nashville on a United States map.   |
| 1.12 | Use cardinal directions on a map.  | G              | 1.18 | Use cardinal directions on maps.  |
| 1.13 | Distinguish the difference between a lake, mountain, ocean, and river.   | G              | 1.20 | Distinguish the difference between a continent, mountain, river, lake, and ocean.   |
| 1.14 | Identify the three grand divisions of Tennessee on a map.  | G              | 1.23 | Identify the three Grand Divisions of Tennessee on a map and compare and contrast each division's major physical features.  |
| 1.15 | Identify the Governor and the President, and explain their roles.  | GC             | 1.25 | Identify the current city/county Mayor, Governor, and President, and explain their roles in government.   |
| 1.16 | Explain the importance of patriotic traditions, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both. | GC             | 1.26 | Explain the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette. |
| 1.17 | Distinguish the differences between rules and laws, and give examples of each.   | GC             | 1.28 | Give examples of a rule and a law through the use of drawings, discussions, or writings.  |

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|------|--|----------------|------|--|
| 1.18 | Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.                   | GC             | 1.29 | Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.  |
| 1.19 | Explain that voting is a way of making choices and decisions.  | GC             | 1.30 | Summarize that voting is a way of making choices and decisions.  |
| 1.20 | Recognize that a mayor is the leader of a town/city, and explain his/her role.   | GC             | 1.32 | Recognize that communities in Tennessee have a local government and compare/contrast this to our state and national government.  |
| 1.21 | Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname. | GC             | 1.34 | Create a visual representation, such as a graphic organizer, of Tennessee symbols, including the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top). Write an opinion piece explaining why you think these are/are not good choices, including supporting detail. |
| 1.22 | Arrange the events from a student's life in chronological order.   | H              | 1.35 | Place events in students' own lives in chronological order.  |
| 1.23 | Use correct words and phrases related to chronology and time, including: past, present, and future.  | H              | 1.36 | Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.   |
| 1.24 | Interpret information from simple timelines.   | H              | 1.37 | Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future.   |
| 1.25 | Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.   | H              | 1.38 | Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of  |

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|      |  |                |      | transportation, types of recreation and entertainment.   |
| 1.26 | Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: • Martin Luther King, Jr. Day • Presidents' Day • Memorial Day • Independence Day • Columbus Day • Veterans' Day • Thanksgiving Day | H              | 1.39 | Use informational text to help describe the importance of celebrating these national holidays: • Martin Luther King, Jr. Day • Presidents' Day • Memorial Day • Independence Day • Columbus Day • Veterans' Day • Thanksgiving Day |