

**Indiana Academic Standards and Agricultural Education: Social Studies Standards
First Grade**

Standard Type	Standard	Example(s)	Resource(s) to use	Affiliated Organization(s)
Standard 1: History	1.1.1 Identify continuity and change between past and present in community life using primary sources.	Learn about life at Conner Prairie through lessons on food, shelter, and culture.	Module 1: Lifeways of the Early Days lessons also see "Suggested Sequence for Module 1" and "Past and Present" activity.	Conner Prairie in the Classroom
Standard 1: History	1.1.2 Identify American songs and symbols and discuss their origins.	Listen to and research the song "This Land is Your Land" to learn about America's diverse land and the people who live it.	Read aloud This Land is Your Land words by Woody Guthrie and illustrated by Kathy Jakobsen	Indiana Farm Bureau Ag in the Classroom.
Standard 1: History	1.1.3 Identify local people from the past who have demonstrated good citizenship.	Read the book Lincoln Clears a Path: Abraham Lincoln's Agricultural Legacy by Peggy Thomas and discuss how he demonstrated being a good citizen.	The Clear a Path Project a Lincoln Lesson	Resource from author, Peggy Thomas's website
Standard 1: History	1.1.4 Identify people and events observed in national celebrations and holidays.	Identify past presidents and their connection to agriculture (George Washington, Thomas Jefferson, Abraham Lincoln).	Suggested read alouds: Farmer George Plants a Nation by Peggy Thomas Thomas Jefferson Grows a Nation by Peggy Thomas Clears a Path: Abraham Lincoln's Agricultural Legacy by Peggy Thomas.	Indiana Farm Bureau Ag in the Classroom.
Standard 1: History	1.1.8 Distinguish between historical fact and fiction in American folktales and legends that are part of American culture.	Learn about agriculture legend, Johnny Appleseed.	Read aloud Johnny Appleseed by Steven Kellogg	Indiana Farm Bureau Ag in the Classroom.
Standard 2: Civics & Government	1.2.2 Define and give examples of rules and laws in the school and community and explain the benefits of these rules and laws.	Define and give examples of rules and laws on farming operations and explain the benefits of these rules and laws.	Always Be Careful on the Farm book, CD, and poster bundle. This bundle includes a book illustrating common hazards on the farm, a CD set featuring catchy music, and a package of 8 posters featuring "Safety Sam" demonstrating safe and dangerous play.	American Farm Bureau Foundation for Agriculture
Standard 2: Civics & Government	1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community.	Read Lincoln Clears a Path: Abraham Lincoln's Agricultural Legacy by Peggy Thomas and discuss how his actions contributed to help and better individuals and his community.	The Clear a Path Project a Lincoln Lesson	Indiana Farm Bureau Ag in the Classroom
Standard 2: Civics & Government	1.2.4 Define what a citizen is and describe the characteristics of good citizenship.	Read Lincoln Clears a Path: Abraham Lincoln's Agricultural Legacy by Peggy Thomas and identify ways Lincoln was a good citizen.	The Clear a Path Project a Lincoln Lesson	Indiana Farm Bureau Ag in the Classroom.
Standard 3: Geography	1.3.1 Identify the cardinal directions (north, south, east, west) on maps and globes and at the classroom/school.	Identify cardinal directions by using a map of a farm (Joe's Farm activity #6)	The Sun, Earth, and Cardinal Directions lesson	
Standard 3: Geography	1.3.4 Identify and describe physical features* and human features* of the local community including home, school, and neighborhood.	Identify and describe physical features (i.e. ponds, creek, fields, wildlife) and human features (i.e. barn, silo, house, roads) on the farm.	Watch virtual farm tours and read aloud suggestion: Farm by Elisha Cooper.	National Agriculture in the Classroom
Standard 3: Geography	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.	Provide examples of how weather patterns affect plant and animal growth for food	Four Seasons on a Farm lesson and activities, and read aloud suggestion: Sleep Tight Farm by Eugene Doyle	Indiana Farm Bureau Ag in the Classroom
Standard 3: Geography	1.3.6 Explain the effect of seasonal changes on plants, animals, and people.	Make a list of ways seasonal changes affect plants, animals and people.	Four Seasons on a Farm Activity 2: Season, Acrostic Poems.	Indiana Farm Bureau Ag in the Classroom.
Standard 3: Geography	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.	Draw a map of the school garden or work together as a class to create a map of a farm/orchard after a class field trip.		
Standard 3: Geography	1.3.8 Compare culture similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.	Compare similarities and differences after learning about life at Conner Prairie.	Module 1: Lifeways of the Early Days lessons also see "Suggested Sequence for Module 1"	Conner Prairie in the Classroom
Standard 3: Geography	1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources and how they protect these resources for the future.	Give examples of natural resources used almost daily and identify where they are sourced.	Source Search lesson and activity.	Indiana Farm Bureau Ag in the Classroom
Standard 4: Economics	1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people's wants) that people use.	Identify goods that come from agriculture (food, fuel, and fiber).	What is agriculture? YouTube Video gives examples of agriculture commodities and how they are used to produce goods (food, fuel, and fiber).	National Agriculture in the Classroom
Standard 4: Economics	1.4.2 Identify services (actions that someone does for someone else) that people do for each other.	Identify ways farmers work, tools they use and how they contribute to the community.	Read aloud Farmers Help by Dee Ready	American Farm Bureau Foundation for Agriculture
Standard 4: Economics	1.4.3 Compare and contrast different jobs people do to earn income.	Compare and contrast different agricultural careers.	My little Ag Me game.	American Farm Bureau Foundation for Agriculture
Standard 4: Economics	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).	Students will learn the differences between needs and wants, goods and services, and producers and consumers by participating in a grocery store simulation, exploring the source of grocery store items, and designing their own products to sell.	Let's Go Shopping! lesson	Indiana Farm Bureau Ag in the Classroom
Standard 4: Economics	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).		A New Coat for Anna by Harriet Ziefert	Indiana Farm Bureau Ag in the Classroom
Standard 4: Economics	1.4.6 Explain that people exchange goods and services to get the things they want.	Use the book, <i>A New Coat for Anna</i> by Harriet Ziefert as an example of people exchanging goods and services to get the things they want.	A New Coat for Anna by Harriet Ziefert	Indiana Farm Bureau Ag in the Classroom.