

Grade 1 Social Studies Exiting Skills

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 1 students:

Domain: History

Focus Skill Area: Historical Thinking and Skills

- ✓ Define and properly use the following terms: chronological and sequential orders, years, decades, centuries.
- ✓ Show local history on timeline organized by years, decades, and centuries.
- ✓ Determine beginning and ending dates for timelines.
- ✓ Round dates to decades, centuries, etc.
- ✓ Define and identify “primary source”.
- ✓ Analyze: artifacts, maps, photos to indicated change over time.
- ✓ Nine characteristics of local community.
- ✓ Evaluate changes in local community.

Focus Skill Area: Heritage

- ✓ Study and present primary sources:
- ✓ Define and identify nine characteristics of local community.
- ✓ Research information about local community.
- ✓ Analyze information to identify how local community changed over years.
- ✓ Organize and present information about a change of characteristics in local community.

Domain: Geography

Focus Skill Area: Spatial Thinking and Skills

- ✓ Define and properly use the following terms: physical map, political map, map title, map key, human features, physical features, landforms, cardinal directions, alphanumeric grid, relative location, local community.
- ✓ Describe the difference between physical map and political map.
- ✓ Describe the difference between human features and physical features.
- ✓ Find and use cardinal map directions to locate places in the community.
- ✓ Locate landmarks on a map in the community.
- ✓ Use an alphanumeric grid to find locations in the community.
- ✓ Use map titles and keys to help locate places in the community.

Focus Skill Area: Places and Regions

- ✓ Define and properly use the following terms: agriculture, industry, natural resources, communities, and artifacts, make inference.
- ✓ Use artifacts and photographs to make inferences.
- ✓ Evaluate the influence of agriculture on daily life both near and far.
- ✓ Create and apply a rubric to evaluate amount of change.
- ✓ Evaluate the influence of industry on daily life both near and far.
- ✓ Evaluate the influence of natural resources on daily life.

Focus Skill Area: Human Systems

- ✓ Define and properly use the following terms: human modification, environment, local community, dams, fertilizer, herbicides, pesticides, change.
- ✓ Identify human changes to the environment in the community.
- ✓ Describes human modifications to the environment in the community.
- ✓ Define systems of transportation.
- ✓ Define systems of communications.
- ✓ Give examples of moving people, places and products.
- ✓ Describes how transportation moves people, products, and ideas.
- ✓ Describes how communication moves people, products, and ideas.
- ✓ Define and properly use the following terms: community(ies), diverse, cultural groups, cultural practices, cultural products, artistic expressions, religion, language, food, cultural diversity.
- ✓ Define cultural groups.
- ✓ Identify four cultural practices/products for cultural groups in the community. Include artistic expression, religion, language, and food.
- ✓ Identify common attributes for different cultural groups.
- ✓ Compare two different cultural groups in the community.

Domain: Government**Focus Skill Area: Civic Participation and Skills**

- ✓ Define and properly use the following terms: local communities, social responsibility, political responsibility, democracy, respect rights, informed citizens, pay taxes, vote, obey laws, common good.
- ✓ Define social responsibility.
- ✓ Define political responsibility.
- ✓ Explain why it is my responsibility to respect the rights of others.

- ✓ Explain why it is my responsibility to be informed about local issues.
- ✓ Explain why it is my responsibility to vote.
- ✓ Explain why it is my responsibility to obey laws.
- ✓ Explain how my responsibilities help the common good in my community.
- ✓ Define and properly use the following terms: community, solving problems, common good, environment, homeless, citizenship traits, civility, volunteerism, compromise, compassion, persistence, civic-mindedness, problem solving, solution.
- ✓ Explain how practicing citizenship traits support the common good on the community.
- ✓ List problem solving steps.
- ✓ Follow the problem-solving steps modeled by the teacher.
- ✓ Apply the problem-solving steps in role play in a stated problem.
- ✓ Explain how using the problem-solving steps promotes the common good.
- ✓ Uses rubrics to evaluate the results of the problem-solving steps.

Focus Skill Area: Rules and Laws

- ✓ Define and properly use the following terms: laws, rules, authority, promote order, security, public service, rights of individuals, safety, orderliness, groups, consequences, obey the laws.
- ✓ Explain the reason why a community has laws.
- ✓ Give examples of laws that apply to groups.
- ✓ Describe a consequence for failure to obey a law.
- ✓ Explain how laws affect the way people behave. Can explain how laws help the community.
- ✓ Apply a rubric to evaluate the benefits of local laws.
- ✓ Define and properly use the following terms: government, authority, make laws, enforce laws, local government, order and security, public services, protect rights, safe/secure, consequences, fines, incarceration.
- ✓ Explain why a government can make a law.
- ✓ Explain why a government can enforce a law.
- ✓ Explain how a law helps people be safe and secure.
- ✓ Describe a consequence for not following a law.
- ✓ Explain why we have a local government to make and enforce laws.

Focus Skill Area: Roles and Systems of Government

- ✓ Define the four types of local government: Municipal, county, township, and special.
- ✓ Identify who has authority in their local government.
- ✓ Explain how the local authority obtained the job.
- ✓ Explain what the local authorities do in their jobs.
- ✓ Explain how local government is organized.

Domain: Economics

Focus Skill Area: Economic Decision Making and Skills

- ✓ Define and properly use the following terms: line graph, data over time, variable, X-axis, Y-axis, evenly spaced intervals, plotted data.
- ✓ Identify the X-axis and the Y-axis.
- ✓ Place a variable in the proper place on a line graph.
- ✓ Interpret information and make a line graph.
- ✓ Explain the changes a line graph shows about a community.
- ✓ Identify common attributes to determine the amount of change.
- ✓ Define and properly use the following terms: positive incentives, consequences, negative incentives, choices, behaviors, economic, financial.
- ✓ Give examples of positive financial incentives.
- ✓ Give examples of negative financial incentives.
- ✓ Give examples incentives that influence choices people make.
- ✓ Give examples incentives that affect people's behavior.

Focus Skill Area: Scarcity

- ✓ Define and properly use the following terms: scarcity, resources, decision making, opportunity cost, economic choice, services.
- ✓ Give an example of a scarce resource for a good service.
- ✓ Describe an example of "Opportunity Cost" (giving up something to have something else.)

Focus Skill Area: Production and Consumption

- ✓ Define and properly use the following terms: consumer, goods, services, producer, production, wants.
- ✓ Explain the major difference between goods and services.
- ✓ Explain the major difference between consumer and producer.
- ✓ Identify consumers in your community.
- ✓ Identify producers in your community.

Focus Skill Area: Markets

- ✓ Define and properly use the following terms: market, buyer, seller, exchange, good, service, local community.
- ✓ Identify the difference between a buyer and a seller.
- ✓ Identify the difference between a good and a service.
- ✓ Describe a marketplace in your community.

Focus Skill Area: Financial Literacy

- ✓ Define and properly use the following terms: personal decision, costs, benefits, consequences, economic decisions.
- ✓ Explain the difference between a cost and a benefit.
- ✓ Identify the cost and benefit of your economic decision.
- ✓ Apply a rubric to measure the cost and benefits of an economic decision.
- ✓ Define and properly use the following terms: budget, personal economic decisions, financially responsible, income, cash flow.
- ✓ Explain the difference between budget and income.
- ✓ Plan a budget using a fixed income. (Designate the income)
- ✓ Explain the importance of planning a budget and its relationship to “cash flow”.
- ✓ Apply a rubric to measure the success or failure of a budget plan.

Domain: History

- ✓ **Students in grade one use calendars to determine the day, week, month, and year. Students need to be able to list the days of the week and months of the year in order. Students should be able to place a series of events in chronological order and to learn about specific people in history.**

Focus Skill Area: Historical Thinking and Skills

- ✓ Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students’ progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions. Grade one students build on the understanding as they use artifacts, maps, and photographs to investigate change over time and answer questions about daily life from past to present.

Focus Skill Area: Heritage

- ✓ Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others. Advances in science and technology have changed and continue to change the way people have communicated and traveled.

GRADE 1 SOCIAL STUDIES

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 1.

THEME: PEOPLE WORKING TOGETHER – Work serves as an organizing theme for the First grade. Students learn about jobs today and long ago. They use biographies, primary sources, and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

History – H

Historical Thinking and Skills

ANCHOR STANDARD

SS H 1.1 Time can be divided into categories (e.g. month of year, past, present, and future).

STANDARD

SS H 1.2 Understand chronological time:
-Long ago
-Yesterday
-Today
-Tomorrow
-In the future

SS H 1.3 Tell a story using chronological vocabulary starting with your birth.

SS H 1.4 Tell a story using chronological vocabulary about your future.

ANCHOR STANDARD

SS H 1.2 Photographs, letters, artifacts, and books can be used to learn about the past.

STANDARD

- SS H 1.2.1 Explain the term artifact.
- SS H 1.2.2 Describe how a photograph, letter or artifact could be used to learn about the past.
- SS H 1.2.3 Explain why an artifact is considered a “primary” source.

Heritage

ANCHOR STANDARD

SS H 1.3 The way basic human needs are met has changed over time.

STANDARD

- SS H 1.3.1 Describe how ideas and events of the past have shaped the heritage of today.
- SS H 1.3.2 Explain how basic human needs have changed over time.
- SS H 1.3.3 Know that your cultural heritage comes from your birth and family influence.

GEOGRAPHY – G

Spatial Thinking and Skills

ANCHOR STANDARD

SS G 1.1 Maps can be used to locate and identify places.

STANDARD

- SS G 1.2 Understand the difference between “spatial thinking” and “relative location”.
- SS G 1.3 Explain the “Cardinal Directions”.
- SS G 1.4 Describe how boundaries and places are indicated on a physical map.

Places and Regions

ANCHOR STANDARD

SS G 1.2 **Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics.**

STANDARD

SS G 1.2.1 Locate and identify landforms on maps.

SS G 1.2.2 Explain map symbols.

SS G 1.2.3 Identify and use a “map key”, and a “compass rose”.

SS G 1.2.4 Make distinctions, using a map between cities, plains, deserts, and shores.

SS G 1.2.5 Explain how artifacts can be used to understand a map from long ago.

HUMANS SYSTEMS

ANCHOR STANDARD

SS G 1.3 **Families interact with the physical environment differently in different times and places.**

STANDARD

SS G 1.3.1 Explain why it is important for humans to change their ways to live to live in a new environment.

SS G 1.3.2 Describe how artifacts provide accurate information of places in different times.

SS G 1.3.3 What are some factors that make the physical environment to change?

ANCHOR STANDARD

SS G 1.4 **Diverse cultural practices address basic human needs in various ways and may change over time.**

STANDARD

- SS G 1.4.1 Explain the meaning of a “diverse culture”.
- SS G 1.4.2 Define the terms ethnic and ethnicity.
- SS G 1.4.3 Give examples of ethnicity to a cultural group (e.g. food, language, religion).
- SS G 1.4.4 What are some factors that make cultural practices change over time?

GOVERNMENT – GV

CIVIC PARTICIPATION AND SKILLS

ANCHOR STANDARD

SS GV 1.1 Individuals are accountable for their actions.

STANDARD

- SS GV 1.1.1 Describe why individuals need to be accountable for their own actions.
- SS GV 1.1.2 Explain “individual responsibility”.
- SS GV 1.1.3 Explain the term “citizen”.

ANCHOR STANDARD

SS GV 1.2 Collaboration requires group members to respect the rights and opinion of others.

STANDARD

- SS GV 1.2.1 Make a list of how you can respect the rights and opinions of others.
- SS GV 1.2.2 Explain the term “collaboration”.
- SS GV 1.2.3 Make a list of peoples’ rights.
- SS GV 1.2.4 Explain why it is important to understand people’s differences.

RULES AND LAWS

ANCHOR STANDARD

SS GV 1.3 Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

STANDARD

SS GV 1.3.1 Explain the meaning and purpose of “law”.

SS GV 1.3.2 Make a chart of how people can follow the “law”.

SS GV 1.3.3 Discuss the term “consequences” and what could happen for not following rules.

SS GV 1.3.4 Give examples why it is important for schools and classrooms to have rules.

ECONOMICS – E

SCARCITY

ANCHOR STANDARD

SS E 1.1 Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

STANDARD

SS E 1.1.1 Explain the difference between “Wants” and “Needs”.

SS E 1.1.2 Describe “resources”.

SS E 1.1.3 Explain why it is important to make good choices when it comes to resources.

SS E 1.1.4 Explain why resources are limited.

SS E 1.1.5 Define the word “scarcity” and what does it mean.

PRODUCTION AND CONSUMPTION

ANCHOR STANDARD

SS E 1.2 People produce and consume goods and services in the community.

STANDARD

- SS E 1.2.1 Make a list of products you consume in one day's time.
- SS E 1.2.2 Make a list of the services you and your family use in your community.
- SS E 1.2.3 Make a list of "producers" in your community.
- SS E 1.2.4 Explain the problem when people's wants are more than producers need.

MARKETS

ANCHOR STANDARD

- SS E 1.3 People trade to obtain goods and services they want.**

STANDARD

- SS E 1.3.1 Create a chart and discuss the "markets" that exists in your local community.
- SS E 1.3.2 What do people trade to obtain goods and services they want.
- SS E 1.3.3 Explain the difference between a "buyer" and a "seller".
- SS E 1.3.4 Describe some ways people have the purchase power at a market.

FINANCIAL LITERACY

ANCHOR STANDARD

- SS E 1.4 Currency is used as a means of economic exchange.**

STANDARD

- SS E 1.4.1 Explain the term "currency".
- SS E 1.4.2 Explain the term "economic exchange".
- SS E 1.4.3 Describe the concepts of "costs and benefits".
- SS E 1.4.4 Explain the term "budget".
- SS E 1.4.5 Explain how following a budget helps individuals make responsible "economic decisions".