

Parent Guide for Social Studies

Grade One

Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade One.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Literacy in History/Social Studies–Reading: Literature	
	Use illustrations and details in a story to describe its characters, setting, or events.
Literacy in History/Social Studies–Reading: Informational Text	
	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Literacy in History/Social Studies–Writing	
	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
Literacy in History/Social Studies–Speaking and Listening	
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	Ask questions to clear up any confusion about the topics and texts under discussion.
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation.

Literacy in History/Social Studies–Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Use common, proper, and possessive nouns.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
OH: History	
Theme: Families Now and Long Ago, Near and Far Historical Thinking and Skills	
	Time can be divided into categories (e.g., months of the year, past, present and future).
	Photographs, letters, artifacts and books can be used to learn about the past.
Heritage	
	The way basic human needs are met has changed over time.
OH: Geography	
Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills	
	Maps can be used to locate and identify places.
Places and Regions	
	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).
Human Systems	
	Families interact with the physical environment differently in different times and places.
	Diverse cultural practices address basic human needs in various ways and may change over time.
OH: Government	
Theme: Families Now and Long Ago, Near and Far Civic Participation and Skills	
	Individuals are accountable for their actions.
	Collaboration requires group members to respect the rights and opinions of others.
Rules and Laws	
	Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.
OH: Economics	
Theme: Families Now and Long Ago, Near and Far Scarcity	
	Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.
Production and Consumption	
	People produce and consume goods and services in the community.
Markets	
	People trade to obtain goods and services they want.
Financial Literacy	
	Currency is used as a means of economic exchange.
DOC: Catholic Identity	
Catholic Traditions and Values	
	Discuss how the Message of the Catholic Church has impacted the lives of people in the past, present and future.

DOC: History	
Historical Thinking and Skills	
	Recognize that time can be divided into categories (e.g., months of the year, past, present and future). Recite the months of the year. Pinpoint the date on a calendar. Distinguish among past, present, and future. Sequence information in chronological order related to a particular event.
	Explore how photographs, letters, artifacts and books can be used to learn about the past.
Heritage	
	Determine that the way basic human needs are met has changed over time.
	Compare past and present, near and far, with emphasis on daily life, including roles of men and women, and ways people met basic human needs.
	Obtain information from various oral and visual sources comparing past and present events.
	Relate stories of heroism and the achievements of the people associated with state and federal holidays.
	Identify everyday heroes in the local community.
	Recognize the talents, gifts, and values that individual people bring to society.
	Identify cultural practices from other continents through the study of the folktales, music, and art created by people living in that culture.
	Identify ways that various cultural practices have influenced traditions in the United States.
	Respect the dignity of each person by valuing their lives as human beings.
DOC: Geography	
Spatial Thinking and Skills	
	Use maps and globes to locate and identify places.
	Identify and correctly use terms related to location, direction and distance.
	Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).
	Identify and use symbols to locate places of significance on maps and globes.
	Locate the local community, state and the United States on maps or globes.
Human Systems	
	Explain how families interact with the physical environment differently in different times and places.
	Compare how diverse cultural practices address basic human needs in various ways and may change over time.
	Describe similarities and differences in the ways different cultures meet common human needs including food, clothing, shelter, and language.
	Identify physical features of places in the community.
	Describe human features of places in the community.
	Compare and contrast human and physical characteristics within the local community.
Places and Regions	
	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people); lake, river, hill, mountain, forest; town, city, farm, park, playground, house, traffic signs/signals of places in the community.
	Describe human adaptations to variations in the physical environment.
	Explain how human activity influences the environment.

DOC: Economics	
Production and Consumption	
	Describe the ways people produce, consume and exchange goods and services in the community.
	Explain ways people trade to obtain goods and services they want (include the use of money and barter).
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Scarcity	
	Explain that wants are unlimited and resources are limited, thereby forcing people to make choices.
	Compare and contrast wants to the scarcity of resources.
DOC: Government and Citizenship	
Civic Participation and Skills	
	Demonstrate that individuals are accountable for their actions.
	Discuss the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.
	Discuss the fact that collaboration requires group members to respect the rights and opinions of others.
	Demonstrate citizenship traits including: trustworthiness, fairness, self-control, respect for those in authority.
	Recognize the talents, gifts, and values that individual people bring to society.
	Recognize the role of authority figures in providing for the safety and security of individuals.
	Explain how voting can be used to make group decisions.
	Recognize symbols of the United States that represent democracy and values.
	Explain that landmarks have importance as symbols of the United States.
	Identify Christian values in everyday encounters.
Rules and Laws	
	Recognize that rules exist in different settings.
	Discuss that the principles of fairness should guide rules and the consequences for breaking rules.
	Explain the significance of Constitution Day.
	Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way you want to be treated.
	Identify problems that result as a lack of respect and cooperation.

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