

2011

# Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

## Grade 1 Standards

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## **What is Social Studies?**

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.\**

## **Why Is Social Studies important?**

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.\*

## **Social Studies in the Catholic School**

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

\*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

## ***Scope and Sequence***

K – Self

1 – Family and School

2 – Neighborhoods

3 – Communities

4 – United States Regions (2 trimesters) and home State Studies (1 trimester)

5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)

6 – World Civilizations

7 – United States History (Setting the Stage for the American Revolution to Reconstruction)

8 – United States History (Settlement of West to Present Day)

9 – World History I\*

10 – World History II\*

11 – United States History (Emphasis on 20<sup>th</sup> Century to Present Day)\*

12 – Elective\*

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\*Secondary courses may vary as to which year a particular course is required.

## ***Grade 1 Standards – Family and School***

### **History**

- H1** Identify temporal sequences. Use correctly words and phrases related to time (now, in the past, in the future) and recognize the existence of changing historical periods (other times, other places) in relation to culture.
- H2** Place events of student's own life in chronological order.
- H3** Discuss roles and responsibilities of members of family in society.
- H4** Introduce celebrations of family holidays, traditions and customs.
- H6** Describe the role of the Catholic Church in family events.

## **Geography**

- G1** Describe a map as a representation of a space, such as a classroom, school, city, state, country, and the world and the identification of landmarks.
  
- G2** Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community.
  
- G3** Through the use of both maps and globes, define and locate the North and South Poles, equator, identify the oceans and the continents.

## **Civics**

- C1** Discuss the rules and responsibilities of a family unit.
  
- C2** Discuss the responsibility of a citizen and the roles of leaders.
  
- C3** Identify patriot symbols and music.
  
- C4** Incorporate age appropriate current events.
  
- C5** Introduce service learning.

## **Economics**

- E1** Give examples of products (goods) people buy and use.
  
- E2** Give examples of services (jobs) that people do in the community.
  
- E3** Contrast needs and wants.

# ACKNOWLEDGEMENTS

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*The Catholic Schools Office of the Diocese of Wilmington would like to acknowledge the effort and dedication of the following individuals who volunteered their time to update the Diocesan Social Studies Curriculum Guidelines.*

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