

GRADE ONE
Foundations of Social Studies: Families

Standard 1-1: The student will demonstrate an understanding how families interact with their environment both locally and globally.

Enduring Understanding:

People interact not only with each other but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will...

1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten students identified the location of his or her home, school, neighborhood, and city or town on a map (K-1.1). Students also illustrated the features of his or her home, school, and neighborhood by creating maps, models, and drawings (K-1.2).

In second grade students will identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and cardinal directions (2-1.1). In third grade students will describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions (3-1.2).

It is essential for students to know:

Maps are geographic representations of places that allow us to view the details of a large area. Students should be able to identify familiar areas of their neighborhood or local community on a map. Students should also understand that a symbol is a drawing that stands for something real, and most maps have symbols. Students should be able to use a legend to explain the meaning of each symbol.

It is not essential for students to know:

Students are not required to know cardinal directions or understand symbols beyond a basic level. Students do not need to know how to read a state, national, or international map. Students are not required to recognize cities or states on a map.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Interpret information from a variety of social studies resources (texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems).

GRADE ONE
Foundations of Social Studies: Families

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

GRADE ONE
Foundations of Social Studies: Families

Standard 1-1: The student will demonstrate an understanding how families interact with their environment both locally and globally.

Enduring Understanding:

People interact not only with each other but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will...

1-1.2 Compare schools and neighborhoods that are located in different settings around the world.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten students identified the location of his or her home, school, neighborhood, and city or town on a map (K-1.1). Also in Kindergarten, students identified his or her personal connections to places, including home, school, neighborhood, and city or town (K-1.3).

In United States History and the Constitution, students will analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advantages in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society (USHC-7.6)

It is essential for students to know:

Students should know that schools and neighborhoods share similarities and differences based on their geographic location. Students should understand basic characteristics of their own school and other schools around the world. These might include the school's setting, the language spoken at the school, what is taught, and the length of a typical school day. Students should also understand basic characteristics of neighborhoods. These might include proximity to shops (e.g. grocery, clothing, etc.), health care (e.g. doctors, dentist, hospital, etc.), and activities (e.g. parks, theaters, etc.).

It is not essential for students to know:

Students are not required to know the names of schools and neighborhoods around the world. Students are not required to locate schools or neighborhoods on a map.

Social Studies Literacy Skills for the Twenty-First Century:

- Find and describe the locations and conditions of places.

GRADE ONE
Foundations of Social Studies: Families

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE ONE
Foundations of Social Studies: Families

Standard 1-1: The student will demonstrate an understanding how families interact with their environment both locally and globally.

Enduring Understanding:

People interact not only with each other but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will...

1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

This is the students' first introduction to natural resources.

In second grade students will recognize characteristics of the local region, including its geographic features and natural resources (2-1.2). In third grade students will categorize the six landform regions of South Carolina – the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone – according to their climate, physical features, and natural resources (3-1.1). Also in third grade students will explain interactions between the people and the physical landscape of South Carolina over time, including the effects of population distribution, patterns of migration, access to natural resources, and economic development (3-1.3).

It is essential for students to know:

Natural resources (water, animals, plants, and minerals) are found all over the world and are something of value that comes from the environment. Students need to understand that the amount of natural resources will vary based on geographic location. In Asia and South America, one will find large amounts of fresh water available. In Asia and Brazil, one will find vast natural forests. In North America and Europe, one will find a large variety of plant types. In Australia, Africa, Europe, and the Middle East, one will find various minerals, such as coal, iron, and oil.

It is not essential for students to know:

It is not essential for students to know the location of countries throughout the world. It is also not essential for students to understand how these natural resources are used or that natural resources can be classified as renewable and non-renewable.

Social Studies Literacy Skills for the Twenty-First Century:

- Find and describe the locations and conditions of places.
- Interpret information from a variety of social studies resources (texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems).

GRADE ONE
Foundations of Social Studies: Families

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

GRADE ONE
Foundations of Social Studies: Families

Standard 1-1: The student will demonstrate an understanding how families interact with their environment both locally and globally.

Enduring Understanding:

People interact not only with each other but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will...

1-1.4 Compare the ways that people use land and natural resources in different settings around the world.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten, students recognized natural features of his or her environment, e.g., mountains and bodies of water (K-1.4). In second grade, students will recognize characteristics of the local region, including its geographic features and natural resources (2-1.2). In third grade, students will describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions (3-1.2).

It is essential for students to know:

Natural resources are found in different settings across the world. Students should be able to compare ways people use land and resources differently. Land can be used for farming and growing trees. Trees can then be cut and used to make shelters, furniture, and paper. Animals can be used for food, dairy products, and leather. Plants can be used for food, medicine, and clothing. Water, air, and sunlight are needed by almost all living things to survive. Minerals and rocks are used to make glass, ceramics, and metals. Fossil fuels can be transformed into power and heat for homes and transportation. Students should also understand that the kind of resources people use depends upon the natural environment in which they live.

It is not essential for students to know:

Students are not required to know about the laws that govern environmental issues around the world or how governments are involved in conservation efforts.

Social Studies Literacy Skills for the Twenty-First Century:

- Find and describe the locations and conditions of places.

GRADE ONE
Foundations of Social Studies: Families

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE ONE
Foundations of Social Studies: Communities

Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families.

Enduring Understanding:

Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental process, the students will...

1-2.1 Explain the making and enforcing of laws as a basic function of government.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten, students explained the purposes of rules and laws and the consequences of breaking them (K-2.1). However, this is the first time students have learned about the functions of government.

In second grade, students will recognize different types of laws and those people who have the power and authority to enforce them (2-2.2). In third grade, students will summarize the social and economic impact of developments in agriculture, industry, and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad system (3-5.1). Also in third grade, students will summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws, the desegregation of schools (*Briggs v. Elliott*) and other public facilities, and efforts of African Americans to achieve the right to vote (3-5.5).

It is essential for students to know:

Students should know the different roles that government plays in society. Students should explore different functions of government and identify ways that government impacts individuals and families. It is essential for students to understand characteristics of government related to the concepts of authority, justice, and responsibility. Students need to suggest and justify rules and laws for neighborhoods and communities and name consequences of not obeying rules and laws. Students should describe the basic authority given to local elected officials and identify how individuals and families depend on governmental services.

It is not essential for students to know:

Students are not required to know the names of the three branches of government. Students do not need to know or understand the concept of a Federalist system. Students do not need to know the names of their elected officials. Students do not need to understand how the services that the government provides are paid for.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify the political, social, and economic institutions that affect the student, the school, and the community.

GRADE ONE
Foundations of Social Studies: Communities

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

GRADE ONE
Foundations of Social Studies: Communities

Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families.

Enduring Understanding:

Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental process, the students will...

1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten, students summarized the roles of people in authority in a child's life, including those of parents and teachers (K-2.2). Also in Kindergarten, students identified authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers (K-2.3).

In second grade, students will recognize different types of laws and those people who have the power and authority to enforce them (2-2.2).

It is essential for students to know:

Individuals in authority have positions in which they enforce rules and laws within the community. Students should understand that teachers, principals, guidance counselors, resource officers, crossing guards, and bus drivers are examples of school authority figures. They should recognize that police officers, highway patrol officers, firefighters, judges, and elected officials such as mayors and senators are governmental figures of authority. It is also essential for students to identify the types of rules and laws that different local authority figures enforce. Students should also have a general understanding of the consequences associated with breaking local rules and/or laws.

It is not essential for students to know:

Students are not required to know the names of individuals in authority within their community, state, or nation. It is also not essential for students to understand matters related to the judicial process when laws are broken. Students do not need to understand the methods different government and community agencies might use to enforce rules or laws.

Social Studies Literacy Skills for the Twenty-First Century:

- Interpret information from a variety of social studies resources (texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems).
- Practice responsible citizenship within his or her school, community, and state.

GRADE ONE
Foundations of Social Studies: Communities

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE ONE
Foundations of Social Studies: Communities

Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families.

Enduring Understanding:

Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental process, the students will...

1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten students compared the daily lives of children and their families in the past and in the present (K-4.1). However, this is the first time that students study the effect government has on their lives.

In second grade students will identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes (2-2.1).

It is essential for students to know:

Students should know how individuals and families depend on governmental services, and how these services are provided through taxation. Examples of these services could include public education, health care, building and maintenance of roads and highways, and state and national defense.

It is not essential for students to know:

Students are not required to know specific laws that govern individuals and families in the United States. Students do not need to know the specific agencies that provide these governmental services. It is not essential for students to understand how each service is funded. Students do not need to understand the concept of a public good and why these types of services are not provided in a private market.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify the political, social, and economic institutions that affect the student, the school, and the community.

GRADE ONE
Foundations of Social Studies: Communities

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

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GRADE ONE
Foundations of Social Studies: Communities

Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families.

Enduring Understanding:

Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental process, the students will...

1-2.4 Summarize the possible consequences of an absence of government.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten, students explained the purpose of rules and laws and the consequences of breaking them (K-2.1). However, this is the first time students have considered consequences due to an absence of government.

It is essential for students to know:

It is essential for students to summarize the consequences that could occur due to an absence of government. To do this, students should know how the police and elected officials keep their community safe. Students should also identify laws that are in place to protect citizens and summarize the consequences of having no laws or the people who enforce them.

It is not essential for students to know:

Students are not required to know the details of the criminal justice system. Students do not need to know specific or graphic examples of criminal violence. Students do not need to know the names of specific laws or rules. It is also not essential for students to know the specific punishments that are attached to breaking specific rules or laws.

Social Studies Literacy Skills for the Twenty-First Century:

- Interpret information from a variety of social studies resources (texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems).
- Practice responsible citizenship within his or her school, community, and state.

GRADE ONE
Foundations of Social Studies: Communities

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

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Explain

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GRADE ONE
Foundations of Social Studies: Communities

Standard 1-3: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.

Enduring Understanding:

The principles of American democracy are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will...

1-3.1 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 we live.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten, students recognized the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and “The Star-Spangled Banner” (K-3.1). Also in Kindergarten, students described the actions of important figures who reflected the values of American democracy (K-3.3).

Students will be introduced to more in-depth discussions of democracy in fourth grade when they explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence (4-3.2). In seventh grade, students will explain how the Enlightenment influenced the American and French revolutions leading to the formation of limited forms of government, the role of constitutions, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good (7-2.5).

It is essential for students to know:

Students should know a basic definition of democracy and understand that our nation was founded with a respect for a set of basic democratic values. This includes, but is not limited to, the idea of equality for all, respecting the rights and opinions of others, respect for the rule of law, and the concept of freedom. Specific examples of freedom could include freedom of speech and freedom of religion. Students should know basic symbols of freedom such as the American flag, the Statue of Liberty, the Liberty Bell, and “The Star-Spangled Banner”. Special holidays and the right to vote also represent values of American democracy.

It is not essential for students to know:

Students are not required to know the major ideas or philosophies that led to the creation of democracies around the world. It is not essential for students to understand the historical evolution of the creation of the United States as a democratic nation. It is not essential for students to know specific details of the United States Constitution or Declaration of Independence. Students also do not need to know examples of other democracies.

GRADE ONE
Foundations of Social Studies: Communities

Social Studies Literacy Skills for the Twenty-First Century:

- Interpret information from a variety of social studies resources (texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems).
- Demonstrate responsible citizenship within the school and the community.

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE ONE
Foundations of Social Studies: Communities

Standard 1-3: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.

Enduring Understanding:

The principles of American democracy are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will...

1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten, students explained how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism (K-2.4).

Students will be exposed to more in-depth discussions on demonstrating an understanding of the role of American citizens in the American political system in high school. In United States government, students will evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government (USG-4.1). They will evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service (USG-4.3).

It is essential for students to know:

Democracy depends upon the input and participation of the citizens in a variety of ways. It is essential for students to understand why people run for public office, vote, and serve as poll workers. Students must also understand why people work for the common good of their communities and be able to give examples of opportunities to serve the public good.

It is not essential for students to know:

Students are not required to know the duties and responsibilities of different public officials. Students also do not need to know specific details of the electoral process, the various types of voting machines used during elections, the methods of drawing election districts, the process of the Electoral College system, and other related details. It is also not essential for students to understand issues surrounding voting rights and conflicts over equal and fair representation.

Social Studies Literacy Skills for the Twenty-First Century:

- Demonstrate responsible citizenship within the school and community.

GRADE ONE
Foundations of Social Studies: Communities

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Remember

Recognize, Recall

GRADE ONE
Foundations of Social Studies: Communities

Standard 1-3: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.

Enduring Understanding:

The principles of American democracy are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will...

1-3.3 Summarize the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten, students described the actions of important figures who reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr. (K-3.3).

In fourth grade, students will compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison (4-4.5). In fifth grade students, will explain the advancement of the modern Civil Rights Movement, including the desegregation of the armed forces; *Brown v. Board of Education*; the roles of Rosa Parks, Martin Luther King Jr., Malcolm X; the Civil Rights Acts; and the Voting Rights Act (5-5.3). Students learn additional details about these key American figures, along with others, in their high school United States government and United States history courses.

It is essential for students to know:

Students should understand the importance of Benjamin Franklin’s “almanac”, scientific experiments, and his participation in the country’s founding. Thomas Jefferson authored the “Declaration of Independence” and served as the third President of the United States of America. Dorothea Dix spent the first part of her life providing education for young females. Her impact as a social reformer for the treatment of the mentally ill is still being felt today. Frederick Douglass played an important role in the fight to end slavery and obtain civil liberties for African-Americans. Mary McLeod Bethune was instrumental in educating African-American women, and ensuring that their rights were recognized and their voices heard throughout the United States. Franklin D. Roosevelt guided America through domestic and foreign crisis. Elected to four terms as a United States President, he implemented programs to help the nation recover from the Great Depression and World War II. Students should understand that all of these Americans played important roles in promoting and protecting American democratic values.

GRADE ONE
Foundations of Social Studies: Communities

It is not essential for students to know:

Students are not required to know about the personal lives of these individuals. They do not need to memorize any of the speeches made by these famous Americans. It is also not essential for students to know specific policy issues from the presidencies of Thomas Jefferson or Franklin D. Roosevelt.

Social Studies Literacy Skills for the Twenty-First Century:

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources (texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems).

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE ONE
Foundations of Social Studies: Families

Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

Enduring Understanding: People from various cultures are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across cultures, the student will...

1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten, students explained how changes in modes of transportation and communication have affected the way families live and work together (K-4.2). In second grade, students will summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living (2-1.4).

It is essential for students to know:

Students should understand specific elements of community life including jobs; methods of transportation and communication; and the relationships between family, school, and community. Students should know examples of typical jobs in their communities. This could include teachers, doctors, lawyers, police officers, and rescue workers; but should also include jobs unique to each individual community. Students should understand the interdependence of family, school, and community through such organizations as the PTA, community recreation departments, churches, and others. Students should recognize that communities are protected through their local fire and police departments. The communication systems available within and across communities could include radio, TV, satellite, phones, high-speed internet, and e-mail. Typical modes of transportation in communities could include bicycles, cars, taxis, and buses.

It is not essential for students to know:

Students are not required to know the hierarchy and management structure of schools or the types of wages earned in different jobs. It is also not essential for students to understand how schools, along with transportation and communication systems, are financed and built. Students also do not need to have a technical understanding of communication or transportation systems.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Explain the importance of the connection between education and success in life.

GRADE ONE
Foundations of Social Studies: Families

Assessment Guidelines: Appropriate classroom assessments *could* require students to be able to:

Understand

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Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.