



Social Studies SKILLS AND COMPETENCIES

Social studies involves the development of inquiry and research skills and methods, historical thinking, and geographic thinking. The skills and competencies learning outcomes are integrated throughout each cluster and are developed, refined, and applied across the grades. These skills and competencies are outlined in detail in the [Social Studies Foundation for Implementation](#) documents.

**ACTIVE DEMOCRATIC CITIZENSHIP
MANAGING INFORMATION AND IDEAS
CRITICAL AND CREATIVE THINKING
COMMUNICATION**



I BELONG

- ▶ **Personal identity**
KI-007
- ▶ **Cultural expressions**
KI-009 VI-003 VI-005
- ▶ **Connections to the past**
KH-017 KH-018 VH-009



MY ENVIRONMENT

- ▶ **Globes and maps**
KL-014 KL-015
- ▶ **My province and country**
KC-001 KC-002 KC-003
- ▶ **My address**
KC-013
- ▶ **My community**
KI-008 KL-016
- ▶ **The natural environment**
KL-012 KH-019 VL-007
- ▶ **Needs and wants**
KE-027 KE-028 VE-013



CONNECTING WITH OTHERS

- ▶ **Diversity**
KI-010 KI-011 VI-006
- ▶ **Respect, responsibility, and rights**
KC-005 KE-030 VC-001 VE-014
- ▶ **Living with others**
KC-006 KE-029 VC-002 VI-004
- ▶ **Getting along**
KP-022 KP-023 KP-024 VP-011
- ▶ **Conflict resolution**
KP-025 KP-026 VP-012
- ▶ **Global connections**
KG-020 KG-021 VG-010

Connecting and Belonging

This *Grade 1 Social Studies at a Glance* can be used in designing, planning, and assessing student learning for the year. It can be used to preview the content of the [Grade 1 Social Studies curriculum](#).

It organizes the knowledge and values specific learning outcomes into thematic groups referred to as **clusters** or **essential ideas**. Together with the [Grade 1 Social Studies Curriculum Overview: General Learning Outcomes with Grade 1 Specific Learning Outcomes](#), this document can be used to plan student learning and to develop cross-curricular connections.

GRADE 1 SOCIAL STUDIES Curriculum Overview: General Learning Outcomes with Grade 1 Specific Learning Outcomes

Grade 1 students learn about connections and relationships in their local community, Canada, and the world. They become aware of their responsibilities and rights as citizens and discover how they can contribute to their groups and communities. Children become more aware of

Canada as a country and consider the connections that bring people together in communities, past and present. They learn about diversity, interdependence, and the importance of connecting and belonging.

In social studies, six general learning outcomes (GLOs) provide the broad conceptual structure from Kindergarten to Grade 12. Each general learning outcome is expressed as an **essential learning** for the grade level. Overarching all six GLOs is the core concept of Citizenship. The skills and competencies are interwoven throughout the clusters as shown below.

CITIZENSHIP

Fundamental to citizenship is an understanding that people are all part of a community. As members of the community, people have both rights and responsibilities.

As individuals people all contribute to the well-being of provincial and national communities. Anthems and ceremonies contribute to a sense of community. Besides French and English, First Nations, Métis, and Inuit languages are spoken in Canada.

KC- 001 002 002A 003 003A 004 005 006
VC- 001 002

IDENTITY, CULTURE, AND COMMUNITY

Many factors influence identity and life in communities, including culture, history, and language. Identity is shaped by families as well as local, regional, and national communities. Through the study of their own and other cultures, students enhance their understanding of diverse perspectives and deepen their appreciation that community is strengthened by human interaction and interdependence, cultural diversity, and pluralism.

KI- 007 007A 007F 008 009 010 011
VI- 003 004 005 006

THE LAND: PLACES AND PEOPLE

Geographic literacy deepens students' understanding of the relationship between people and the land. Spatial and physical characteristics affect human life, cultures, and societies. Physical and human structures are "landmarks" of time and place. Groups such as Aboriginal people have taught that people have a responsibility to protect and sustain their environment.

KL- 012 013 014 015 016 016A 016F
VL- 007 007A 008

HISTORICAL CONNECTIONS

Stories, traditions, and celebrations deepen students' historical understanding of how the past shapes who people are today. Through an exploration of personal as well as local and national histories, students can use the past to understand the present and to live with regard for the future.

KH- 017 017F 018 019
VH- 009

GLOBAL INTERDEPENDENCE

People, communities, societies, nations, and environments are interconnected. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy for each other's concerns, needs, and wants.

KG- 020 021
VG- 010

POWER AND AUTHORITY

Power and authority influence all human relationships. Power and authority are exerted in everyday life and in formal settings. Rules and laws, both formal and traditional, exist to protect people as well as to serve people's needs to live together peacefully and equitably.

KP- 022 023 024 025 026
VP- 011 011A 012

ECONOMICS AND RESOURCES

There are diverse ways in which communities meet their members' needs and wants. Students learn to respect and care for personal and others' property. Media offers many choices on how to live; it is up to people to make sustainable choices.

KE- 027 028 029 030
VE- 013 014

KNOWLEDGE AND UNDERSTANDING

REPORT CARD CATEGORIES

RESEARCH AND COMMUNICATION

CRITICAL THINKING AND CITIZENSHIP

Managing Information and Ideas

S- 200 201 202 203 204 205 206 207

- Gather, organize, and represent information from a variety of sources and in various ways.
- Use appropriate terms to describe time and locations.

Communicating

S- 400 401 402 403 404

- Listen actively and respectfully to others.
- Present information in a variety of ways.
- Give reasons for ideas and opinions.
- Tell events and stories chronologically.

Thinking Critically and Creatively

S- 300 301 302 303

- Use comparison in investigations.
- Identify consequences of decisions and actions.
- Use information and observations to form and revise opinions.

Being an Active Democratic Citizen

S- 100 101 102 103

- Cooperate and collaborate with others fairly and respectfully, considering their needs.
- Make decisions that reflect care and responsibility for the environment.

ACTIVE DEMOCRATIC CITIZENSHIP

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperating, resolving conflict, taking responsibility, accepting differences, building consensus, negotiating, making decisions collaboratively, and learning to deal with dissent and disagreement.

MANAGING INFORMATION AND IDEAS

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

CRITICAL AND CREATIVE THINKING

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

COMMUNICATION

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.