

SOCIAL STUDIES First Grade (Focus: Neighborhood, Community and Nation)

VALUES AND ATTITUDES	The student will: Be a mirror of the gospel values, and age-appropriately translate faith into action. Age-appropriately broaden focus from self, to class, to community, to state, to nation, and finally to world. Understand and use the language of Catholic Social Teaching. Incorporate the seven themes of Catholic Social Teaching throughout the curriculum. <ul style="list-style-type: none">• Life and Dignity of the Human Person• Call to Family, Community and Participation• Rights and Responsibilities• Option for the Poor and Vulnerable• The Dignity of Work and The Rights of Workers• Solidarity• Care for God's Creation
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DIOCESAN STRAND A Individual Development and Catholic Identity

OBJECTIVES Similarities and differences of individuals <ul style="list-style-type: none">• Describe individuals in the family, their role, and groups to which they belong.• Compare and contrast the similarities and differences among individuals and in families.• Explore the benefits of diversity as it pertains to their community.• Identify characteristics of single and extended families.• Demonstrate respect for self and others.• Recognize that we each have a role to play in family, school, and parish. Importance of family life <ul style="list-style-type: none">• Recognize that we all belong to the family of God.• Participate in parish community life and service.• Develop an understanding that each family member is unique.• Recognize that students learn first from their families.• Develop an understanding that each person is unique and part of a basic unit in our society called a family.• Demonstrate an understanding of how each person contributes to society.• Demonstrate an understanding that the home, school and church are places where students learn.• Discuss the relationship of family and Church. Social environment <ul style="list-style-type: none">• Identify and compare social environments in homes and schools.• Describe and demonstrate appropriate behaviors in various environments.• Compare appropriate behaviors in home and school environments.• Demonstrate an understanding of appropriate behavior in different environments.
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STRAND B Citizenship, Civics and Government

OBJECTIVES

Good citizenship

- Develop and exhibit citizenship traits.
- Identify the roles of leaders in the home, school, and community.
- Participate in democratic decision making.
- Discuss the need for rules.
- Discuss the need for equity in rules.
- Predict consequences of responsible and irresponsible actions.
- Demonstrate personal responsibility in school activities.
- Explain why certain individuals have authority.
- Identify and describe some rights and individual responsibilities of citizenship, e.g. the right to own personal property.
- Identify connections between the need for peace and the roles/responsibilities of others.
- Discuss the interactive function of an individual within the family, school, community, Church and world.
- Examine the interaction of individuals and groups in the state and communities.
- Participate in rights and responsibilities of a democracy within a classroom environment.
- Demonstrate Christian values in group activities.
- Interact with people of other religions for peace and justice.
- Identify rules that exist in the classroom and discuss the purpose of each.
- Work diligently, independently, and collaboratively.

Community service.

- Identify and elaborate on community services.
- Distinguish community services provided by governments.
- Recognize commonly accepted symbols and observances of our American heritage.
- Identify American symbols, landmarks, and essential documents, e.g., the flag, bald eagle, Statue of Liberty, US Constitution, Declaration of Independence, and know the people and events associated with them.
- Identify opportunities for community participation and service.
- Participate in a community service project.

STRAND C History

OBJECTIVES

Concept of change

- Describe personal, family and community changes.
- Recognize and describe changes in the home, community, classroom and school during the year.
- Sequentially order events in the school day.
- Describe past and present changes within the community and communities worldwide.
- Recognize the members of the community that are affected by changes that occur over time.
- Identify age-appropriate current events that influence the community, e.g., people helping people.
- Discuss selected historical figures and the contributions they made in history.

Influence of inventions and technology

- Compare and contrast the use of media and forms of communication.
- Discuss how communication and transportation link communities.
- Use technological tools to gather, organize, and display data.

STRAND D Geography

OBJECTIVES

Geographic concepts

- Locate and describe familiar places.
- Discuss key features of maps.
- Construct simple maps, models, and pictures representing home and school settings.
- Use geographic terminology and tools to create representations of the earth's physical and human features.
- Analyze and discuss patterns of movement within the community.
- Demonstrate responsibility for the care of the environment within the school and community.
- Compare and contrast geographic features of places within communities.
- Examine and discuss physical features of continents and major bodies of water.
- Compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. Explain/demonstrate identification of physical characteristics of the USA in relation to the world.
- Demonstrate care and respect for school and community.

Responsibility to preserve the environment

- Examine changes in the community caused by people and/or events.
- Demonstrate responsibility for the environment in classroom, school, and community settings.
- Engage in activities that show care for the school and community.

STRAND E Economics

OBJECTIVES

Basic economic concepts

- Distinguish and examine wants and needs.
- Identify choices people make to satisfy wants and needs with limited resources.
- Describe how people of different cultures work to satisfy wants and needs.
- Demonstrate the division of labor.
- Investigate government sponsored community services.
- Identify the relationship between the government and citizens.
- Describe how individuals use money, including saving and spending.
- Distinguish between goods and services.
- Recognize that all families produce and consume goods and services.
- Participate in activities that demonstrate the concept of scarcity.
- Identify some uses of money by individuals and families.
- Identify ways people spend money and suggest reasons they save money.
- Recognize that the dignity of work contributes to self-fulfillment.
- Recognize that work is related to the physical and social needs of the individual or groups within the community.
- Recognize the difference between volunteer and paid work and the value of each.
- Discuss the impact of Catholic social teaching on economic issues.
- Suggest reasons why it is not possible for people to have all the things they want.
- Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
- Develop an awareness of the various types of careers of community service workers.

STRAND F Cultures, Customs and Diversity

OBJECTIVES

Community holidays and special days

- Discuss and cite reasons for religious and secular symbols/celebrations associated with special days of diverse cultures.
- Discuss historical events associated with national holidays.
- Trace the history of traditions in neighborhoods and communities.
- Analyze/appreciate the diverse groups that have influenced the heritage of the US.
- Investigate the contribution of racial, religious and ethnic groups in everyday life.
- Identify purposes of, and the people and/or events honored in, commemorative holidays, e.g., Thanksgiving, Independence Day, Washington and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day.

Characteristics of diversity

- Describe how people are alike and different.
- Compare one's own family life with that of a student living in another culture.
- Describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- Define "culture" and "race".
- Compare housing, clothing and foods of their families and neighborhoods with those in other parts of the world.

Religious and other traditions in the community

- Identify religious and secular symbols associated with famous people, holidays, and special days.
- Participate in classroom activities associated with special days and holidays in the community and other countries.
- Cite reasons for observing special days and religious and secular holidays.
- Discuss diverse cultural contributions to US heritage.
- Identify customs and/or ethnic heritage that influence values.

SKILLS APPLICATION

Kindergarten through Eighth Grade

*Skills should be applied as appropriate to the developmental stage of the student.
(In addition to skills found in the link for the **North Carolina Standard Course of Study** the Diocese encourages the following application skills.)

APPLICATION*

Strategies for reading social studies materials and for increasing social studies vocabulary.

- Distinguish fact and fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Apply terms correctly, e.g. past, present, future, decade, century, and generation.

Strategies to access a variety of sources demonstrate the knowledge acquired.

- Distinguish between primary and secondary sources.
- Pose relevant questions about events they encounter in research.

Strategies to analyze, interpret, create, and use resources.

- Use information for problem solving, decision-making, and planning.
- Interpret timelines.
- Explain how the present is connected to the past, identifying similarities and differences.
- Judge the significance of the relative location of a place, e.g., proximity of a harbor, and analyze how relative advantages or disadvantages change.
- Summarize key events of a specific and explain the historical contexts of those events.
- Identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analysis of historical and current events.

Constructive interpersonal relationships.

- Explain the need for rules.
- Discuss actions local citizens could take to solve a problem.

Participation in civic affairs.

- Participate in a community/parish service activity.
- Link to Skills in the North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/038skills>