

Saline Area Schools Social Studies Core Curriculum

Grade 1 Families and Neighborhoods

PURPOSE

The purpose of the first grade social studies curriculum is to expand students' knowledge of families and introduce the concept of neighborhoods. The neighborhood is defined as a collection of families and individuals who live in a particular area. These studies will provide students with the necessary skills for being a responsible family and neighborhood member, thereby learning the basic skills for being a good citizen. The outcomes may be addressed throughout the overall curriculum.

KNOWLEDGE

Students will be aware of family and neighborhood differences through the study of past and present cultures. They will learn about family and neighborhood needs and how they are provided. Students will learn why rules are needed for order and safety and how the actions of individuals and groups are important in shaping them.

SKILLS

Students begin to gather and present information about families and neighborhoods. Communication skills and information processing skills will be practiced. They will use and develop simple maps, charts, and graphs.

DEMOCRATIC VALUES

Students will begin to understand the basic democratic principles of fairness, rules of conduct, and individual responsibility. Students will learn the meaning of the democratic values: liberty and life.

CIVIC PARTICIPATION

Students will develop respect for self and others, recognize differences among people, and resolve conflicts through a variety of experiences. They will identify existing rules and consequences and help formulate new ones.

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Grade 1 Families and Neighborhoods Benchmarks

By the end of this course, the student should:

KNOWLEDGE

1. Describe various family and neighborhood settings;
2. Describe how the environment affects their lives;
3. Awareness of families and neighborhoods in different cultures
4. Identify family and neighborhood needs and wants;
5. Explain rules and their consequences;

SKILLS

1. Use communication skills in a variety of activities, including listening, speaking, role playing, and cooperative learning experiences;
2. Use simple maps, globes, charts, graphs, and technology that enhance the student's understanding of family and neighborhood;

DEMOCRATIC VALUES

1. Choose peaceful solutions to problems;
2. Apply values of fairness and respect in their dealings with themselves and others;
3. Explain the need for school and neighborhood rules;

CIVIC PARTICIPATION

1. Demonstrate care for their environment;
2. Participate in developing and upholding classroom rules and consequences.