

Social Studies Philosophy

Social Studies is an integral part of a student's education. A sense of past, provided by learning history, is needed to build a foundation for our understanding of the world around us. Due to this rapidly changing world, an awareness of local, national, and international interdependence is important. This awareness leads us to be effective Christian witnesses to all cultures. A sound geographic knowledge is central to this global dimension. The study of economics leads us to be good stewards of God's gifts of time and resources. The understanding of our citizenship in local, state, and national governments enables us to be more productive members of our global community. God has blessed us with the gift of individuality and He desires us to use our abilities to further His kingdom.

Social Studies Vision

Through the study of Social Studies students will gain an appreciation of the world and people that God has created. This knowledge will enable students to be more effective witnesses to God's grace and salvation to all people. God created all people as individuals, yet commands us to love as He loves us. Therefore our global outlook is to share His love and appreciation to all nations and all of creation.

Glossary of common definitions:

Outcome – state or national curriculum standards such as the Grade Level Content Expectations

Benchmark/Standard – Michigan's content standards are a set of learning expectations developed by parents, educators, business leaders and university professors to assist schools in the development of local district curricula. These standards and more detailed learning objectives called benchmarks are contained within the Michigan Curriculum Framework

GLCE * – Grade Level Content Expectations are written by the State of Michigan to define what students in each grade are expected to know and be able to do.

Teaching the Faith Activities – These activities were taken from *Integrating the Faith* (copyright 1997, 2006) and have been aligned with the GLCEs and Benchmark/Standards (Grade 1 through Grade 8). Some activities were also taken from *Integrating the Faith* (copyright 1997) and have been aligned with Preschool Standards (Preschool)

Preschool Standards – Standards for Preschool were taken from *Early Childhood Standards of Quality for Prekindergarten*, released March 8, 2005 by the Michigan State Board of Education and *Head Start Child Outcomes Framework*, released in 2000 by the U.S. Department of Health and Human Services.

* Social Studies Grade Level Content Expectations, Coming Soon.
Check website : www.michigan.gov/mde

Suggested Instructional Time Allocations Grades 1-8

Grades 1-2

Core Subject	Percentage of day/week	Core Subject	Percentage of day/week
Religion	8%	Religion	11%
Language Arts *Reading/Phonics *English/Writing *Spelling *Handwriting	25% 10% 7% 7%	Language Arts *Reading *English/Grammar *Spelling *Handwriting	16% 11% 5% 5%
Mathematics	10%	Mathematics	14%
Social Studies	10%	Social Studies	14%
Science	10%	Science	14%
Electives (Music, Art, P.E., Comp., Other)	13%	Electives (Music, Art, P.E., Comp., Other)	10%

Grades 3-5

Grades 6-8 (Self-Contained Classroom)

Core Subject	Percentage of day/week	Core Subject	Percentage of day/week
Religion	11%	Religion	12%
Language Arts *Reading/Literature *English/Writing /Grammar *Spelling/Vocabulary	15% 12% 5%	Language Arts (Literature, Writing, English/Grammar)	25%
Mathematics	14%	Mathematics	12%
Social Studies	14%	Social Studies	12%
Science	14%	Science	12%
Electives (Music, Art, P.E., Comp., Other)	15%	Electives (Music, Art, P.E., Comp., Other)	27%

Grades 6-8