

First Grade-Families and Schools: In first grade students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the student's first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCES	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p>Unit 1</p> <p>What Is A Family?</p> <p>Overarching Question:</p> <p>Why are families and schools important?</p> <p>Approximate Timeline:</p> <p>Four Weeks</p> <p>Lesson Sequence:</p> <p>Lesson 1: All About Me! Lesson 2: What is a Family? Lesson 3: Working Together in a Family Lesson 4: How are Families Alike and Different? Lesson 5: How is a School Like a Family?</p>	<p>Social Studies:</p> <p>K - E1.0.1 Describe economic wants they have experienced.</p> <p>1 - H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>1 - G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.</p> <p>1 - C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</p> <p>1 - C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p> <p>1 - E1.0.2 Describe ways in which families consume goods and services.</p> <p>Integrated GLCE's: R.NT.01.02 Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales. (English Language Arts)</p>	<p>Focus Questions</p> <p>What is a family?</p> <p>How are families alike and different?</p> <p>How is a school like a family?</p> <p>Types of Thinking</p> <p>Compare and contrast</p> <p>Descriptive</p> <p>Key Concepts</p> <p>Students will understand that families work together, celebrate together, live and love each other. Families meet needs and wants.</p> <p>Students will understand that families vary in size, members, traditions, foods, languages and religion.</p>		<p>Assessments are available on the district shared drive.</p> <p>Assessment 1: Family picture – student collage of their family's traditions, holidays, photos, homes, purchases, jobs and includes goods and services.</p> <p>Assessment 2: Drawing a mental image from Jackie and Tommie story and how the problem could be solved.</p> <p>Assessment 3: Students show the changes in their family over time.</p>	<p>Post the overarching question in the classroom.</p> <p>Timelines</p> <p>Compare/contrast charts and writing</p> <p>Text connections</p> <p>Oral presentations</p> <p>T-charts</p> <p>Venn Diagrams</p> <p>Think-Pair-Share</p> <p>Brainstorming</p> <p>Lists/Charts</p> <p>Peer Teaching</p> <p>Read and Discussion/ Check for Understanding</p>	<p>L1:</p> <p>a) Read and discuss People and Places lesson</p> <p>b) Students create a T-chart to illustrate "Last Year" and "This Year"</p> <p>L2:</p> <p>a) Record student answers to these questions: <i>What is a family?</i> and <i>What Do Families Do?</i> Lead the discussion towards describing economic wants they have experienced and ways in which families consume goods and services</p> <p>b) Read and discuss People and Places lesson</p> <p>L3:</p> <p>a) Students identify and describe responsibilities people have at home and at school after listening to a story about a family without rules.</p> <p>b) Read and discuss People and Places lesson</p> <p>L4:</p> <p>a) Use a 3-column chart to record the differences and similarities of the 3 families featured in the book.</p> <p>b) Read and discuss People and Places lesson</p> <p>L5:</p>	<p>Content</p> <p>alike</p> <p>basic needs</p> <p>change</p> <p>different</p> <p>diversity</p> <p>economic wants</p> <p>family</p> <p>past</p> <p>present</p> <p>responsibility</p> <p>rules</p> <p>school</p> <p>ancestor</p> <p>characteristic</p> <p>family</p> <p>family tree</p> <p>interview</p> <p>tradition</p> <p>Skills</p> <p>responsibility</p> <p>characteristic</p>	<p>L1:</p> <p><i>People and Places Unit 1:</i> pgs 2-13, 24-29</p> <p>Howard, A. <i>When I Was Five.</i> New York: Harcourt Brace & Co., 1996.</p> <p>Cheltenham Elementary School Kindergarteners. <i>We Are All Alike...We Are All Different.</i> New York: Scholastic. 1991.</p> <p><i>Additional resources:</i> T-chart is on shared drive</p> <p>L2:</p> <p><i>People and Places Resources Unit 1:</i> pgs. 14-19</p> <p>Choose 2 of the 3 below: Cruise, Robin. <i>Little Mama Forgets.</i> New York: Farrar, Straus and Giroux, 2006.</p> <p>Hines, Anna Grossnickle. <i>Daddy Makes the Best Spaghetti.</i> New York: Clarion Books, 1988.</p> <p>Smalls, Irene. <i>Jonathan and his Mommy.</i> New York: Little, Brown Young Readers, 1994.</p> <p>L3:</p> <p><i>People and Places Resources Unit 1:</i> pgs. 31-35</p> <p>The Crazy First Day of School (Supplemental Materials, in the shared drive)</p> <p>The Jackie and Tommie story (in the shared drive- assessment 3)</p>

	<p>R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. (English Language Arts)</p>	<p>Students will learn that families are alike in size, members, traditions, foods, languages and religion.</p> <p>Students will understand that schools are like families through working together, providing safety and a sense of belonging, and having rules and responsibilities.</p> <p><u>CDV</u></p> <p>Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (4)</p>				<p>Students compare and contrast how a school is like a family by comparing rules and responsibilities.</p> <p>Identify reasons for rules in school (e.g., provide order, predictability, and safety).</p>		<p>L4: <i>People and Places Resources Unit 1: pages 20-21, 26, -50-51</i></p> <p>Kuklin, Susan. <i>How My Family Lives in America</i></p> <p>Morris, Ann. <i>Families</i>. New York: Harper Collins, 2000.</p> <p>Diversity Elementary: Families. Entertaining Diversity. 2001. Discovery Education. 27 August 2009 <http://streaming.discoveryeducation.com>.</p> <p>Possible extension: Pellegrini, Nina. <i>Families Are Different</i>. New York: Scholastic, 1992.</p>
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UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCEs	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES	
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<p>Unit 2</p> <p>How do we get what we need or want?</p> <p>Overarching Question:</p> <p>How do families meet their wants and needs where they live?</p> <p>Approximate Timeline:</p> <p>Four Weeks</p> <p>Lesson Sequence</p> <p>Lesson 1: Needs and Wants Lesson 2: Producers and Consumers Lesson 3: Scarcity Lesson 4: Choice Lesson 5: Money Lesson 6: Trade</p>	<p>Social Studies:</p> <p>1 – E1.0.1 Distinguish between producers and consumers of goods and services.</p> <p>1 – E1.0.2 Describe ways in which families consume goods and services.</p> <p>1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p> <p>1 – E1.0.4 Describe reasons why people voluntarily trade.</p> <p>1 – E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).</p> <p>1 – E1.0.6 Describe how money simplifies trade.</p> <p>Integrated GLCE's:</p> <p>1 – R.WS.01.04 Use structural cues to recognize one syllable words, blends, and consonants diagraphs including: letter sound, onset and rhymes, whole word chunks, word families, diagraphs.</p> <p>1 – R.NT.01.03 Identify problem/solution, sequence of events, and sense of story (B,M,E).</p> <p>1 – M.UN.01.04 Identify the</p>	<p>Focus Questions</p> <p>1. How do families satisfy their needs and wants?</p> <p>2. What is scarcity? What does it force families to do?</p> <p>3. How and why do families trade?</p> <p>Types of Thinking</p> <p>Cause and Effect Compare and Contrast Descriptive</p> <p>Key Concepts</p> <p>Students will learn that families have needs and wants which are satisfied by goods and services.</p> <p>Students will understand that producers make goods and provide services.</p> <p>Students will learn that consumers use goods and services.</p> <p>Students will understand that people can't have all the goods and services they want because of scarcity.</p> <p>Students will learn that scarcity causes people to make choices.</p> <p>Students will understand that in order to get goods and services people have to trade.</p> <p>Students will understand that it is easier to make trades using money.</p>		<p>L1: Assessment 1: T-Chart listing family goods and services</p> <p>L 3 and 4: Assessment 2: Students respond to the question about scarcity</p> <p>L6: Assessment 3: List ways in which people earn money.</p>		<p>Post the overarching question in the classroom.</p> <p>Timelines</p> <p>Compare/contrast charts and writing</p> <p>Text connections</p> <p>Oral presentations</p> <p>T-charts</p> <p>Venn Diagrams</p> <p>Think-Pair-Share</p> <p>Brainstorming</p> <p>Lists/Charts</p> <p>Peer Teaching</p> <p>Read and Discussion/Check for Understanding</p>	<p>L1: a) People and Places lesson (refer to instructional resources). b) Create two T-charts using needs and wants, and goods and services</p> <p>L2: a) Have students think of goods and services their family bought in the last week. Make a chart of the ideas and explain definitions of 'consumers' and 'producers'.</p> <p>L3: a) Demonstrate scarcity ex. One piece of candy that all the kids want but there is only one piece.</p> <p>L4: a) Question and answer using a list of 3 objects indicating that the student can only purchase one. Make a tally chart and pictograph to demonstrate results. b) People and Places lesson (refer to instructional resources).</p> <p>L5: a) Read and discuss, asking questions about each trade and why it is made.</p> <p>L6: a) Read and discuss, talk about how people earn money by working.</p>	<p>Choice</p> <p>Consumer</p> <p>Economic wants</p> <p>Goods producer</p> <p>Money</p> <p>Pictograph</p> <p>Scarcity</p> <p>Services</p> <p>Trade</p>	<p>L1: Numeroff, Laura. <i>If You Take A Mouse to School</i>. New York: Harper Collins, 2002.</p> <p><i>People and Places Resources Unit 4:</i> Lesson 1: pgs. 176-179; Lesson 3: pgs.186-189 Practice and Activity Book: pg. 35</p> <p>L2: Barbour, Karen. <i>Little Nino's Pizzeria</i>. New York: Voyager Books, 1990.</p> <p>L3: Brett, Jan. <i>The Mitten</i>. New York: G.P. Putnam's Sons, 1989.</p> <p>L4: Hutchens, Pat. <i>The Doorbell Rang</i>. New York: Greenwillow Books, 1986.</p> <p><i>People and Places Resources Unit 4:</i> Lesson 4: pgs. 192-195 Practice and Activity Book: pg. 39.</p> <p>L5: Chorao, Kay. <i>Pig and Crow</i>. New York: Owllet Paperbacks, 2005.</p> <p>L6: Sadler, Marilyn. <i>Money, Money, Honey Bunny!</i> New York: Random House Books for Young Readers, 2006.</p> <p>Hughes, Sarah. <i>My Aunt Works in a Cheese Shop (My Family at Work series)</i> .New York: Children's Press, 2000.</p> <p>Hughes, Sarah. <i>My Dad</i></p>

	<p>different denominations of coins and bills.</p> <p>1 – M.UN.01.06 Tell the amount of money: in cents up to a dollar, in dollars up to \$100. Use the symbols \$ c.</p> <p>1 – D.RE.01.01 Collect and organize data in pictographs.</p> <p>1 – D.RE.01.03 Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of 1 and include symbolic representations.</p>	<p>Core Democratic Values</p> <p>Truth (K) Patriotism (1) Justice (1)</p>						<p><i>Works on a Farm. (My Family at Work series). New York: Children's Press, 2000.</i></p> <p><i>People and Places Resources Unit 4: Lesson 2: pgs. 180-183</i> <i>Practice and Activity Book: pg. 36</i></p>
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<p>Unit 3</p> <p>How do we learn about places?</p> <p>Overarching Question:</p> <p>How does where we live affect how we live?</p> <p>Approximate Timeline:</p> <p>4 weeks</p> <p>Lesson Sequence</p> <p>Lesson 1: Making a Map of Our Classroom</p> <p>Lesson 2: Exploring Maps and Globes</p> <p>Lesson 3: Absolute Location: Addresses of Places</p> <p>Lesson 4: Relative Location: Describing the Location of Places in Our School</p> <p>Lesson 5: Human and Physical Characteristics of Places</p> <p>Lesson 6:</p>	<p>Social Studies:</p> <p>1 - G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.</p> <p>1 - G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).</p> <p>1 - G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.</p> <p>1 - G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.</p> <p>1 - G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of</p>	<p>Focus Questions</p> <p>How do we learn about places?</p> <p>How do we describe what places are like?</p> <p>How do people adapt to and modify places?</p> <p>Types of Thinking</p> <p>Non-Linguistic Representations</p> <p>Descriptive Classification</p> <p>Compare/Contrast</p> <p>Key Concepts</p> <p>Students will learn about places through location (absolute, relative and map location).</p> <p>Students will learn about places through region (e.g., school regions).</p> <p>Students will learn about places through their human and physical characteristics.</p> <p>Students will learn about how humans</p>	<p>Assessments available on the district shared drive.</p> <p>Assessment 1: Students create a simple map of the classroom indicating (color coding or labeling) the various regions of the classroom (e.g., reading corner, meeting area, tables, etc.).</p> <p>Assessment 2: Students color an outline map differentiating between land and water, and on the back students draw one example of a human environmental characteristic (building, bridge, etc.) and one example of a natural environmental characteristic (ocean, mountain, trees, etc.).</p> <p>Assessment 3: Students do a think and write about positive and negative ways that humans impact the environment.</p>	<p>Post the overarching question in the classroom.</p> <p>Timelines</p> <p>Compare/contrast charts and writing</p> <p>Text connections</p> <p>Oral presentations</p> <p>T-charts</p> <p>Venn Diagrams</p> <p>Think-Pair-Share</p> <p>Brainstorming</p> <p>Lists/Charts</p> <p>Peer Teaching</p> <p>Read and Discussion/Check for Understanding</p>	<p>L1:</p> <p>Students practice drawing the linear and aerial perspectives of a penny and identifying the similarities and differences between the two perspectives.</p> <p>Use the book <i>Me on the Map</i> to explain that a map is an overhead or birds-eye view.</p> <p>The class works together to create an aerial map of the classroom on large chart paper.</p> <p>L2:</p> <p>Use the book <i>Me on the Map</i> to identify landmasses and bodies of water on a map.</p> <p>Students identify landmasses and bodies of water on a globe.</p> <p>Students color an outline map differentiating between land and water.</p> <p>L3:</p> <p>The teacher identifies the absolute location of the school by writing the address on the chart.</p> <p>Students draw a picture of their home and the teacher helps them to label it with their home address.</p> <p>L4:</p> <p>Students use their body as a model of personal directions by waving their left and right hands and feet, facing front and back etc. Then do the Hokey Pokey to reinforce the concept.</p>	<p>Content</p> <p>Absolute location</p> <p>Adapt</p> <p>Address</p> <p>Aerial perspective (birds-eye view)</p> <p>bodies of water</p> <p>direction</p> <p>globe</p> <p>human and physical characteristics</p> <p>human/environment interaction</p> <p>land masses</p> <p>location</p> <p>map</p> <p>modify</p> <p>personal directions</p> <p>place</p> <p>religion</p> <p>relative location</p> <p>season</p> <p>weather</p>	<p>L1:</p> <p>Sweeney, Joan. <i>Me On the Map</i>. New York: Dragonfly Books, 1996.</p> <p><i>People and Places Resources Unit 2</i> Lesson 4, page 90-91</p> <p>Practice and Activity Book, Page 15 (Using Pictures and Maps)</p> <p>Practice and Activity Book, Page 20 (Use a Map Key)</p> <p>Assessment Book, Page 11 (Geography Skills)</p> <p>L2:</p> <p>Sweeney, Joan. <i>Me On the Map</i>. New York: Dragonfly Books, 1996.</p> <p><i>People and Places Resources Unit 2</i> Lesson 2, Page 72-73</p> <p>Lesson 4, Page 86-89</p> <p>Practice and Activity Book, Page 19 (Land and Water)</p> <p><i>Additional Resources:</i></p> <p>Globe</p> <p>Outline maps for coloring</p> <p>L3:</p> <p>No special resources needed.</p> <p>L4:</p> <p>No special resources needed.</p>	

<p>Changing our Environment Lesson 7: Adapting to Our Environment</p>	<p>places. 1 - G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom). 1 - G5.0.1: Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation). Integrated GLCE's: E.ES.01.22 Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind. (Science)</p>	<p>adapt to and modify the environment. Core Democratic Values Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (4)</p>			<p>Students go on a field trip around the school with a partner and take turns describing where things are relative to something else. The class creates a chart of the various regions in the school and includes descriptors and color coding of each region to show common characteristics. L5: Children take a field trip to the playground to identify human characteristics (created by humans) vs. physical characteristics (created from nature), in the form of an I Spy game. Students work in pairs to sort cards picturing both natural and human characteristics. Teacher identifies and describes three types of landforms using pictures including forest, mountain, and plain. Teacher identifies and describes three types of bodies of water using pictures including a lake, ocean and river. L6: Use the book Mike Mulligan and His Steam Shovel to guide students in identifying the things that Mike and his steam shovel helped to build. Students create a t-chart to compare and contrast negative vs. positive ways that humans change the land. L7: Students make a class chart of the four seasons, describing the weather in each and how humans adapt to each of the seasons. Students draw an example of an activity they do in each season.</p>	<p>L5: <i>People and Places Resources Unit 2</i> Unit 2, Lesson 4, Page 86-89 <i>Additional Resources:</i> Photos/pictures of a forest, mountain, plain, river, lake, and ocean. (optional images available on the shared drive). L6: Burton, Virginia Lee. <i>Mike Mulligan and His Steam Shovel</i>. New York: Houghton Mifflin, 1977. <i>People and Places Resources Unit 2</i> Lesson 6, Page 96-101, 104-105 Practice and Activity Book, Page 22 (Our Natural Resources) L7: <i>Additional Resources:</i> A pair of mittens, scarf, and hat. <i>People and Places Resources Unit 2</i> Lesson 5, Page 92-95 Practice and Activity Book, Page 21 (What is the Weather?) Assessment Book, Page 13-15 (Write/Draw about weather) Other Resources: <i>Google Earth</i>. 27 August 2008 <www.earth.google.com>. <i>Maps and Aerial Views</i>. 27 August 2008 <www.mapquest.com></p>
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<p>Unit 4 How Do We Learn About the Past?</p> <p>Approximate Timeline: Four Weeks</p> <p>Overarching Question: How can people and places affect our families?</p> <p>Lesson Sequence: Lesson 1: Thinking about Time: Past, Present, Future Lesson 2: How Calendars Measure Time Lesson 3: Learning About the Past Lesson 4: Families Have a Past Lesson 5: Schools Have a Past Lesson 6: Celebrating Events and People of the Past</p>	<p>1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.</p> <p>1 – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.</p> <p>1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.</p> <p>1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.</p> <p>1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>1 – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin</p>	<p>Focus Questions 1. How do we learn about the past? 2. How is the past different from the present? 3. Why do we celebrate people and events from the past?</p> <p>Types of Thinking Brainstorming Comparisons</p> <p>Key Concepts Student will learn about the past by:</p> <ul style="list-style-type: none"> Using a calendar and learning about the past, present, and future using time. Using photographs, written records, people and 	<p>Assessment 1, Lesson 1: Past, Present, Future- 3 column chart showing their past/present/future</p> <p>Assessment 2, Lesson 5: Past Schools- t-chart comparing schools in the past/present</p>	<p>Assessment 3: Photo timeline of the past, evidence its from the past</p>	<p>Post the overarching question in the classroom.</p> <p>Timelines</p> <p>Compare/contrast charts and writing</p> <p>Text connections</p> <p>Oral presentations</p> <p>T-charts</p> <p>Venn Diagrams</p> <p>Think-Pair-Share</p> <p>Brainstorming</p> <p>Lists/Charts</p> <p>Peer Teaching</p> <p>Read and Discussion/ Check for Understanding</p>	<p>L1: a) People and Places Lesson (Refer to instructional resources). b) 3 column chart "Past, Present, and Future". Compare two stories.</p> <p>L2: a) Calendar past, present, future. b) People and Places Lesson (Refer to instructional resources).</p> <p>L3: Teachers family history: using pictures, artifacts, written records.</p> <p>L4: Students share a photograph from their own families past and discuss how they know it's from the past.</p>	<p>Chronology</p> <p>History</p> <p>Calendar</p> <p>Month</p> <p>Artifact</p> <p>Historical evidence</p> <p>Family</p> <p>School</p> <p>Country</p> <p>National Holidays</p>	<p>L1& L6: Mora, Pat. <i>Pablo's Tree</i>. Orlando, Florida: Harcourt Brace and Company, 1994.</p> <p>Rylant, Cynthia. <i>Birthday Presents</i>. New York: Orchard Books, 1987.</p> <p>L1& L6: Rylant, Cynthia. <i>Birthday Presents</i>.</p> <p><i>People and Places Unit 5:</i> Pgs 216-219; pgs 222-225</p> <p><i>Additional Resources:</i> Worksheet of 3 column chart, materials to decorate a tree</p> <p>L2: Lillie, Patricia. <i>When This Box is Full</i>. New York: Scholastic, 1993.</p> <p><i>People and Places Unit 5:</i> Pgs 232-233 Practice and Activity book: pg. 46</p> <p><i>Additional Resources:</i> Calendar, 3 column chart from lesson 1</p> <p>L3: Materials for history box, photographs of the teachers past, story from the past, an artifact from past, and written document from the past.</p> <p>L4: Rylant, Cynthia. <i>When I</i></p>

Assessments are available on the district shared drive.

	<p>Luther King, Jr. Day; Presidents' Day).</p> <p>Integrated GLCE's R.NT.01.04 Identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now and finally to indicate a sequence of events and sense of story.</p> <p>R.CM.01.01 Make text to self and text to text connections and comparison by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written response.</p>	<p>artifacts as historical evidence</p> <ul style="list-style-type: none"> Using past and present to compare school and families. Celebrating the past events and people. <p>Core Democratic Values</p> <p>Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (4)</p>				<p>L5: Compare schools today and schools in the past using informational text. T-Chart!</p> <p>L6: a) People and Places Lesson (Refer to instructional resources). b) Holiday celebrations of the past and present.</p>		<p><i>Was Young in the Mountains.</i> New York: Puffin, 1982.</p> <p><i>Additional Resources:</i> Teacher's photo of parents or grandparents and a story behind the photo, note to parents to send in historic photographs.</p> <p>L5: One of the two: Brent, Lynnette. <i>At School (Times Change series).</i> Chicago, IL: Heinemann, 2003.</p> <p>Nelson, Robin. <i>School Then and Now (First Step Nonfiction)</i> Minneapolis, MN: Lerner Publications, 2003.</p> <p><i>Additional Resources:</i> photographs of students school (old yearbooks, other staff members), information on the school past.</p> <p>L6: Kimmelman, Leslie. <i>Happy 4th of July, Jenny Sweeney.</i> New York: Albert Whitman & Company, 2003.</p> <p>Marzollo, Jean. <i>Happy Birthday, Martin Luther King, Jr.</i> New York: Scholastic Bookshelf, 2006.</p> <p><i>People and Places Unit 5:</i> Lesson 7: pgs 260-263 Practice and Activity book: pg 53.</p>
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First Grade-Families and Schools: In first grade students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the student's first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.

UNITS OF STUDY	Standards, Benchmarks, GLCEs or HSCEs	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p>Unit 5: What is a Citizen?</p> <p>Overarching Question: How do citizens shape a community?</p> <p>Approximate Timeline: Four Weeks</p> <p>Lesson Sequence: Lesson 1: A Good Citizen Follows Rules Lesson 2: A Good Citizen Respects Authority Lesson 3: A Good Citizen is Fair Lesson 4: A Good Citizen is Responsible Lesson 5: A Good Citizen Helps to Resolve School Issues Lesson 6: A Good Citizen Honors the United States of America</p>	<p>Purposes of Government 1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety). 1 – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules). 1 – C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).</p> <p>Values and Principles of American Democracy 1 – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules). 1 – C2.0.2 Identify</p>	<p>Focus Questions 1. Why do we follow rules and respect authority? 2. How can citizens work together to solve issues? 3. What are some important symbols of our country? Why are they important?</p> <p>Types of Thinking Non-linguistic representations Brainstorming Problem solving Analysis</p> <p>Key Concepts Students will understand that national symbols and patriotism are ways to honor</p>	<p>Assessment-Good Citizens</p> <p>Activity-“I am a good Citizen” Journal (on shared drive)</p> <p style="text-align: center;">Assessments are available on the district shared drive.</p>	<p>Post the overarching question in the classroom.</p> <p>Timelines</p> <p>Compare/contrast charts and writing</p> <p>Text connections</p> <p>Oral presentations</p> <p>T-charts</p> <p>Venn Diagrams</p> <p>Think-Pair-Share</p> <p>Brainstorming</p> <p>Lists/Charts</p> <p>Peer Teaching</p> <p>Read and Discussion/Check for Understanding</p>	<p>L1: a) People and Places Lesson (Refer to instructional resources). b) Create a web based off the term a good citizen is... c) People and Places Lesson (Refer to instructional resources).</p> <p>L2: a) People and Places Lesson (Refer to instructional resources). b) Explanation of power, authority using student's responses to the question: Whose job is it to see that students in a school follow rules? (refer to the web from lesson 1)</p> <p>L3: a) Discussion on the term “Fairness”. Read and Discuss. b) People and Places Lesson (Refer to instructional resources).</p> <p>L4: a) People and Places Lesson (Refer to instructional</p>	<p>Authority</p> <p>Bullying</p> <p>Citizen</p> <p>Conflict</p> <p>Country</p> <p>Fairness</p> <p>Patriotism</p> <p>Power</p> <p>Public Issues</p> <p>Responsibility</p> <p>Rules</p> <p>Symbol</p> <p>United States of America</p>	<p>L1: Meiners, Cheri J. <i>Know and Follow Rules</i>. Minneapolis, MN: Free Spirit Publishing, 2005.</p> <p><i>People and Places Resources Unit 3:</i> Pgs: 112-123; Lesson 6 pgs 152-157 Practice and Activity Book: pg 32</p> <p><i>Additional Resources:</i> 7 pg booklet “What is a good Citizen” (available on the shared drive)</p> <p>L2: Pick one of the following: Naylor, Phyllis Reynolds. <i>King of the Playground</i>. New York: Aladdin Paperbacks, 1994. O'Neill, Alexis. <i>The Recess Queen</i>. New York: Scholastic, 2002.</p> <p><i>People and Places Resources Unit 3:</i> Lesson 3 pgs 132-135 Practice and Activity Book: pg 28</p> <p><i>Additional Resources:</i> Graphic organizer, draw principal and bully</p> <p>L3: Pick one of the following: Finn, Carrie. <i>Kids Talk About Fairness</i>. New York: Picture Window Books, 2006. Mayer, Cassie. <i>Being Fair (Citizenship Series)</i>. Chicago, IL; Heinemann Raintree, 2008.</p> <p><i>People and Places Resources Unit 3:</i> Lesson 4 pgs 140-141</p> <p>L4: Optional Extension: Mayer, Cassie. <i>Being Responsible (Citizenship Series)</i>. Chicago, IL; Heinemann Raintree, 2008.</p> <p><i>People and Places Resources Unit 3:</i> Lesson 1 pgs 124-127; Lesson 2 pgs 130-131</p>	

	<p>important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).</p> <p>Roles of the Citizen in American Democracy 1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p> <p>1 – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).</p>	<p>the United States.</p> <p>Students will understand that a good citizen is: responsible, fair, help solve problems, follow rules, and respects authority.</p> <p>Students will learn to understand the reason for rules.</p> <p>Core Democratic Values</p> <p>Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (4)</p>				<p>resources).</p> <p>b) Create a 3 column chart using the following terms: Classroom Responsibilities, School Responsibilities, and Playground Responsibilities.</p> <p>c) People and Places Lesson (Refer to instructional resources).</p> <p>L5: a) People and Places Lesson (Refer to instructional resources). b) Discussion of a bully and bullying behavior. Create a pictograph or bar graph based on student’s response.</p> <p>L6: a) People and Places Lesson (Refer to instructional resources). b) Discussion of the concept “patriotism” and important national symbols.</p>		<p>Practice and Activity Book: pg 27</p> <p>L5: <i>People and Places Resources Unit 3:</i> Pgs 138-139</p> <p><i>Additional Resources:</i> Bar graph or pictograph</p> <p>L6: One book from 3 below: Douglass, Lloyd. <i>The Statue of Liberty</i> (Welcome Books American Symbols Series). New York: Rosen Books, 2003.</p> <p>- - -. <i>The Bald Eagle</i> (Welcome Books American Symbols Series). New York: Rosen Books, 2003.</p> <p>- - -. <i>The White House</i> (Welcome Books, American Symbols Series). New York: Rosen Books, 2003.</p> <p><i>People and Places Resources Unit 3:</i> Lesson 5 pgs 142-149 Practice and Activity Book: pg 30</p> <p><i>Additional Resources:</i> American Flag</p> <p>www.baldeagleinfo.com</p> <p>www.enchantedlearning.com/subject/birds/printouts/Eaglecoloring.shtml</p> <p>www.whitehouse.gov/kids.</p>
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