

1st Grade Social Studies Curriculum Map

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Families & Schools

Unit 1: What is a Family?

Time Frame (Months): Sept

Standards Covered

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months.

1 – G4.0.1 Use components of culture to describe diversity in family life. Examples may include but are not limited to: foods, language, religion, traditions.

1 – C1.0.1 Explain the need for rules and purposes of rules. Examples may include but are not limited to: safety, organization, fairness.

1 – C5.0.1 Describe some responsibilities people have at home and at school. Examples may include but are not limited to: taking care of oneself, respect for the rights of others, following rules, getting along with others.

1 – E1.0.2 Describe ways in which families consume goods and services

Key Concepts

alike	family
basic needs	past
change	present
different	responsibility
diversity	rules
economic wants	school

Essential/Focus Questions

1. What is a family?
2. How are families alike and different?
3. How is a school like a family?

MI-Citizenship Lessons/Activities

1. All About Me
2. What is Family?
3. Working Together in a Family
4. How Are Families Alike and Different?
5. How is a School Like Family?

Other Resources

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Families & Schools

Unit 4: How Do We Learn About the Past?

Time Frame (Months): Oct - Nov

Standards Covered

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. Examples may include but are not limited to: using a calendar to distinguish among days, weeks, and months.

1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past. Examples may include but are not limited to: photos, diaries, oral histories, videos, artifacts.

1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them. Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day.

Key Concepts

artifact

calendar

chronology

country

family

historical evidence

history

month

national holiday

school

Essential/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?

MI-Citizenship Lessons/Activities

1. Thinking About Time: Past, Present, & Future
2. How Calendars Measure Time
3. Learning About the Past
4. Families Have a Past
5. Schools Have a Past
6. Celebrating Events & People of the Past

Other Resources

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Unit 3: How Do We Learn About Places?

Time Frame (Months): Dec - Jan

Standards Covered

- 1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.
- 1 – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).
- 1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- 1 – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.
- 1 – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of 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).

Key Concepts

absolute location	land masses
adapt	location
address	map
aerial perspective	modify
birds eye view	personal directions
bodies of water	physical characteristics
direction	place
globe	region
human/environment interaction	relative location
human characteristics	season
	weather

Essential/Focus Questions

1. How do we locate places?
2. How do we describe what places are like?
3. How do people adapt to and modify places?

MI-Citizenship Lessons/Activities

1. Making a Map of Our Classroom
2. Exploring Maps & Globes
3. Absolute Location
4. Relative Location
5. Human & Physical Characteristics of Places
6. Changing Our Environment
7. Adapting to Our Environment

Other Resources

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Unit 5: What is a Citizen?

Time Frame (Months): Feb - Mar

Standards Covered

1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them. Examples may include but are not limited to: Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day.

1 – G1.0.2 Describe places using absolute location or relative location. Examples may include but are not limited to: home address (absolute location), positional words such as in front of, behind, between (relative location).

1 – C1.0.1 Explain the need for rules and purposes of rules. Examples may include but are not limited to: safety, organization, fairness.

1 – C1.0.2 Give examples of the use of power with authority and power without authority in school. Examples may include but are not limited to: principal, teacher, bus driver, line leader of safety patrol (power with authority), types of bullying, taking cuts in line (power without authority).

1 – C2.0.1 Explain fair ways to make decisions and resolve conflicts in the school community. Examples may include but are not limited to: majority rules, taking turns, voting, talking it out, referring to an authority.

1 – C2.0.2 Identify important symbols of the United States of America and what they represent. Examples may include but are not limited to: the U.S. flag, Statue of Liberty, White House, Bald Eagle.

1 – C5.0.1 Describe some responsibilities people have at home and at school. Examples may include but are not limited to: taking care of oneself, respect for the rights of others, following rules, getting along with others.

1 – C5.0.2 Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. Examples may include but are not limited to: cleaning the playground, helping others, helping solve a problem, respecting the rights of others.

1 – P3.1.1 Identify public issues in the school community.

1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.

1 – P3.1.3 Identify alternative resolutions to a public issue in the school community.

1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

1 – P4.2.1 Develop and implement an action plan to address or inform others about a school issue.

1 – P4.2.2 Participate in projects to help or inform others.

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<p><u>Key Concepts</u></p> <p>authority citizen conflict consequences country enforcement equality fairness</p> <p>freedom majority rules patriotism power responsibility rights rules/laws symbols vote</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> 1. Why do we need rules? 2. How can we get along with others? 3. How can citizens work together to solve problems?
<p><u>MI-Citizenship Lessons/Activities</u></p> <ol style="list-style-type: none"> 1. Why Do We Need Rules? 2. What is Fairness? 3. What Makes Rules Fair? 4. Who Gets to Make the Rules? 5. How Do We Enforce Rules? 6. What Do We Do When Rules Conflict? 7. What Symbols Represent Us as Citizens of the United States? 8. Creating Fair Rules for Our Neighborhood 9. Sloppy Sally Comes to the Neighborhood 	<p><u>Other Resources</u></p>

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Unit 2: How Do We Get What We Need or Want?

Time Frame (Months): Apr-June

Standards Covered

- 1 – E1.0.1 Distinguish between producers and consumers of goods and services.
- 1 – E1.0.2 Describe ways in which families consume goods and services.
- 1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 – E1.0.4 Describe reasons why people voluntarily trade.
- 1 – E1.0.5 Describe ways in which people earn money. Examples may include but are not limited to: providing goods and services to others, jobs.
- 1 – E1.0.6 Describe how money simplifies trade.

Key Concepts

Choice	pictograph
consumer	producer
economic wants	scarcity
goods	services
money	trade

Essential/Focus Questions

1. How do families satisfy their needs and wants?
2. What is scarcity and what does it force families to do?
3. How and why do families trade?

MI-Citizenship Lessons/Activities

1. Needs and Wants
2. Producers and Consumers
3. Scarcity
4. Choice
5. Trade
6. Money

Other Resources