

# 1<sup>st</sup> Grade Social Studies Curriculum

## Families & Schools

### Grade Level Goal

In alignment with the State of Michigan standards, first grade students explore the history, geography, civics, government, and economics. Incorporating prior knowledge with Catholic Social Teaching, students come to an understanding of their increasing complex social environment. The first content expectations for the diocese prepare students for more sophisticated studies of families and school population.

September

Unit Title	<b>Purpose of Government</b>
Big Ideas	We need leaders to help us follow rules that will govern good behavior.
	<ul style="list-style-type: none"><li>• What are some rules in school?</li><li>• Why do we have rules?</li><li>• At school, who do you need to obey?</li><li>• Who has the authority in school?</li><li>• What should you do when your friend tells you to do something?</li><li>• What should you do if you feel bullied?</li><li>• Are friendly reminders okay?</li></ul>
Skills/ Concepts	<ul style="list-style-type: none"><li>✓ Describe some responsibilities people have at home and at school.</li><li>✓ Identify situations in which people act as good citizens in the school community.</li><li>✓ List school rules.</li><li>✓ Explain why we have rules.</li><li>✓ Identify people at school you need to obey.</li><li>✓ Identify who has authority at school.</li><li>✓ Describe steps that you should take if you feel bullied.</li></ul>
GLEC	G5.0.1, G5.0.2
Catholic Social Teachings	Called to Live in a Family and Community Care of God's Creation Solidarity

October

Unit Title	<b>Values and Principles of American Democracy</b>
Big Ideas	Symbols and rules are important to American democracy.
	<ul style="list-style-type: none"> <li>• How can decisions be made to resolve conflict in a fair and just way?</li> <li>• What does “majority rules” mean?</li> <li>• What are some of the major U.S. monuments?</li> <li>• What do the different monuments represent?</li> <li>• What are the words to the Pledge of Allegiance?</li> <li>• Do you know the words to any patriotic songs?</li> <li>• Why is the Star Spangled Banner played before sporting events?</li> </ul>
Skills/ Concepts	<ul style="list-style-type: none"> <li>✓ Explain how decisions can be made in a fair manner.</li> <li>✓ Explain “majority rules”.</li> <li>✓ Label U.S. monuments.</li> <li>✓ Identify what U.S. monuments represent.</li> <li>✓ Tell the words to the Pledge of Allegiance.</li> <li>✓ Identify important symbols of the U.S. (i.e. Statue of Liberty, Uncle Sam, White House, Bald Eagle)</li> <li>✓ Discuss why the Star Spangled Banner is played before sporting events.</li> </ul>
GLEC	C2.0.1, C2.0.2
Catholic Social Teachings	Dignity of the Human Person Rights and Responsibilities

November

Unit Title	<b>Living and Working Together in Families and Schools</b>
Big Ideas	Past, present and future events shape who we are.
Essential Questions	<ul style="list-style-type: none"> <li>• What day/ date is President's day? Christmas? ...</li> <li>• How many days/ weeks before a certain date?</li> <li>• What can you tell me about your family history?</li> <li>• When you look at this old photo, how is life different now?</li> <li>• How is life different now, then in that past?</li> <li>• Why do we celebrate Independence Day, Constitution Day, Martin Luther King JR, and President's Day?</li> </ul>
Skills/ Concepts	<ul style="list-style-type: none"> <li>✓ Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</li> <li>✓ Use a calendar to distinguish among days, weeks, and months.</li> <li>✓ Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.</li> <li>✓ Retell in sequence important ideas and details from stories about families or schools.</li> <li>✓ 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.</li> <li>✓ Compare life today with life in the past using the criteria of family, school, jobs, or communication.</li> <li>✓ Identify the events or people celebrated during United States national holidays and why we celebrate them (i. e. Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).</li> </ul>
GLEC	H2.0.1, H2.0.2, H2.0.3, H2.0.4, H2.0.5, H2.0.6, H2.0.7
Catholic Social Teachings	Called to Live in a Family and Community Dignity of the Human Place Solidarity

December

Unit Title	<b>Human Systems</b>
Big Ideas	Components of culture (foods, language, religion, traditions) make us a diverse.
	<ul style="list-style-type: none"><li>• What is your ethnic background?</li><li>• What are some of your family tradition?</li><li>• What are your favorite ethnic foods?</li><li>• What kind of religious traditions does your family have?</li></ul>
Skills/ Concepts	<ul style="list-style-type: none"><li>✓ Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.</li><li>✓ List your family traditions.</li><li>✓ Describe religious traditions of your family.</li></ul>
GLEC	G4.0.1
Catholic Social Teachings	Called to Live in a Family and Community

January

Unit Title	<b>The World in Spatial Terms</b>
Big Ideas	Maps are visual tools to represent actual locations.
	<ul style="list-style-type: none"> <li>• From a bird's eye view, what would your classroom look like?</li> <li>• What is your address?</li> <li>• What direction do I go to reach point X?</li> <li>• What are the types of landforms?</li> <li>• What are the types of bodies of water?</li> </ul>
Skills/ Concepts	<ul style="list-style-type: none"> <li>✓ Construct simple maps of the classroom to demonstrate aerial perspective.</li> <li>✓ Give examples of places that have absolute locations. (i.e. home address, school address)</li> <li>✓ Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.</li> <li>✓ Distinguish between landmasses and bodies of water using maps and globes.</li> </ul>
GLEC	G1.0.1, G1.0.2, G1.0.3, G1.0.4
Catholic Social Teachings	Called to Live in a Family and Community Dignity of the Human Place Solidarity

February

Unit Title	<b>Places &amp; Regions</b>
Big Ideas	Regions are created from common physical and human characteristics.
	<ul style="list-style-type: none"> <li>• Is this object man-made or a natural resource?</li> <li>• What types of things would you find on a playground?</li> <li>• What things/ areas would you find in a school?</li> <li>• What are the playground boundaries?</li> </ul>
Skills/ Concepts	<ul style="list-style-type: none"> <li>✓ Distinguish between physical (i.e. clouds, trees, weather) and human (i.e. buildings, playgrounds, sidewalks) characteristics of places.</li> <li>✓ Describe the unifying characteristics and/or boundaries of different school regions. (i.e. playground, reading corner, library, and restroom)</li> </ul>
GLEC	G2.0.1, G2.0.2,
Catholic Social Teachings	Called to Live in a Family and Community Care of God's Creation Rights and Responsibilities

Unit Title	<b>Environment and Society</b>
Big Ideas	Our environment influence how and where we live.
	<ul style="list-style-type: none"> <li>• What are some actions that we do to effect where we live?</li> <li>• How does location affect our clothing, housing, transportation?</li> </ul>
Skills/ Concepts	<ul style="list-style-type: none"> <li>✓ Describe ways in which people modify (i.e. cutting down trees, building roads) and adapt to the environment (i.e. clothing, housing, transportation).</li> </ul>
GLEC	G5.0.1
Catholic Social Teachings	Called to Live in a Family and Community Care of God's Creation Solidarity

March

Unit Title	<b>Roles and the Citizen in American Democracy</b>
Big Ideas	It is our responsibility to act as good citizens
	<ul style="list-style-type: none"><li>• What are some responsibilities people have at home and school?</li><li>• How do people act like good citizens?</li><li>• What makes a good citizen?</li><li>• How can we apply good citizenship in our classroom?</li></ul>
Skills/ Concepts	<ul style="list-style-type: none"><li>✓ Describe responsibilities people have at home and at school.</li><li>✓ Identify situations in which people act as good citizens in the school community. (i.e. respect, compassion, honesty, volunteering)</li></ul>
GLEC	G5.0.1, G5.0.2
Catholic Social Teachings	Rights and Responsibilities Dignity of the Human Person

April

Unit Title	<b>Market Economy</b>
Big Ideas	Economic trade is used to furnish our needs and wants.
	<ul style="list-style-type: none"> <li>• What is the difference between a producer and consumer?</li> <li>• How do we consume goods and use services?</li> <li>• If goods were not available in your area, what would people do? (supply and demand)</li> <li>• Why do people trade?</li> <li>• How do people earn money?</li> <li>• How does trading money for goods/services make things easier?</li> <li>• What is the difference between needs and wants?</li> </ul>
Skills/ Concepts	<ul style="list-style-type: none"> <li>✓ Distinguish between producers and consumers of goods and services.</li> <li>✓ Describe ways in which families consume goods and services.</li> <li>✓ Explain why people cannot have everything they wan and describe how they respond.</li> <li>✓ Describe reasons why people voluntarily trade.</li> <li>✓ Describe ways in which people earn money.</li> <li>✓ Describe how money simplifies trade.</li> </ul>
GLEC	E1.0.1, E1.0.2, E1.0.3, E1.0.4, E1.0.5, E1.0.6
Catholic Social Teachings	The Dignity of Work and the Rights of Workers Rights and Responsibilities

May

Unit Title	<b>Identifying and Analyzing Public Issues</b>
Big Ideas	Problem solving involves brainstorming and evaluating feasibility of alternative resolutions.
	<ul style="list-style-type: none"> <li>• What are some problems you would like to see solved in your school?</li> <li>• How can we solve issues in our school community?</li> <li>• Do other people feel the same way about the issue? What tools can we use to show this?</li> <li>• What are some ideas on how we can solve a problem in the school community?</li> </ul>
Skills/ Concepts	<ul style="list-style-type: none"> <li>✓ Identify public issues in the school community.</li> <li>✓ Use graphic data to analyze information about a public issue in the school community.</li> <li>✓ Identify alternative resolutions to a public issue in the school community.</li> </ul>
GLEC	P3.1.1, P3.1.2, P3.1.3
Catholic Social Teachings	Called to Live in a Family and Community Rights and Responsibilities Dignity of the Human Person

May

Unit Title	<b>Persuasive Communication about a Public Issue</b>
Big Ideas	Communicating reasons for your beliefs justifies your position.
	<ul style="list-style-type: none"><li>• How do you feel about the issue?</li><li>• Why do you feel that way</li><li>• What are some solutions to your problem?</li></ul>
Skills/ Concepts	✓ Express a position on a policy issue in the school community and justify the position with a reasoned argument.
GLEC	P3.3.1
Catholic Social Teachings	Called to Live in a Family and Community Care of God's Creation Solidarity

May

Unit Title	<b>Citizen Involvement</b>
Big Ideas	God's role for us is to serve others.
	<ul style="list-style-type: none"><li>• How can we let others know about a public issue?</li><li>• What kind of services project can we do to help or inform others?</li></ul>
Skills/ Concepts	<ul style="list-style-type: none"><li>✓ Develop and implement an action plan to address or inform others about a public issue.</li><li>✓ Participate in projects to help or inform others.</li></ul>
GLEC	P4.2.1, P4.2.2
Catholic Social Teachings	Called to Live in a Family and Community Care of God's Creation Solidarity