

## Redford Union School District First Grade Social Studies Year-At-A-Glance

Quarter	Pacing	Unit	Abstract
1	September - October	What Is A Family?	<p>In this integrated, foundational unit students begin an important transition as they expand from focusing on themselves to focusing on the social units of family and school. The unit introduces many important concepts such as rules, responsibilities, basic needs, wants, change and diversity. The unit begins with an activity in which students share information about themselves. Using the book <i>When I Was Five</i> students compare the past and present and identify examples of how they have changed from kindergarten to first grade. Students compare family characteristics based on their own family and those in several books such as: <i>Little Mama Forgets</i>, <i>Daddy Makes the Best Spaghetti</i> and <i>Jonathan and His Mommy</i>. Students explore how family rules and responsibilities ensure families live and work together safely and effectively. Using family photos and informational text such as <i>Families or Families Are Different Big Book</i>, students identify how families are alike and different. Finally, students explore similarities and differences between school and family.</p>
2	November - December	How Do We Get What We Need or Want?	<p>Building on economic concepts from kindergarten, the unit begins with an exploration of economic wants and how people fulfill their wants with goods and services. Next, students are introduced to the terms 'producer' and 'consumer' as they explore ways in which their families consume goods and services. Students apply what they have learned in an activity based on <i>Little Nino's Pizzeria</i> or a similar book. Students explore the concept of scarcity through a simple classroom demonstration and discussion of the book <i>Bunny Money</i> or a similar book. Students explore how scarcity forces people to make choices. This unit integrates math expectations using data, pictographs, and money. Using the book <i>Crow &amp; Pig</i> or a similar book, students explore the concept of trade and then investigate how money simplifies trade. Students next look at various ways people earn money. Finally, students summarize the unit concepts in a graphic organizer.</p>
3	January - February	How Do We Learn About Places?	<p>In this unit students expand on the foundational knowledge of geography by exploring the geographic themes of location, place, region and human/environment interaction. Emphasis is placed on observing the environment around them using the school playground. The unit begins with students exploring the concepts of maps and aerial perspective with the book <i>Me on the Map</i> or a similar book. Students create a map of their own classroom. Students are also introduced to globes and learn how map makers distinguish between land</p>

			<p>and water. The concept of absolute and relative location is introduced as students learn about absolute location using their own address and relative location as they tour the school. Students then explore the geographic theme of place as they learn to distinguish between natural (physical), characteristics and human characteristics. Using a school map, students identify regions in their school and understand that a region is a group of similar places. Finally, students are introduced to the geographic theme of human/environment interaction. Using the book Mike Mulligan and the Steam Shovel, or a similar book, students learn that humans modify or change their environment. In an integrated lesson, students explore how people adapt to their environment by making seasonal changes in their clothing, homes, and activities.</p>
4	March - April	How Do We Learn About the Past?	<p>In this unit students apply historical inquiry within the context of families and schools. The unit begins with a focus on chronology, or time. In the first lesson students explore the terms 'past', 'present' and 'future' by using their own personal experiences and then applying the terms to two picture books which explore the past of a child. Next, students explore different ways we learn about history as the teacher shares a story, an artifact, a photo, and a written record of their own past. Students then bring in a family photograph from the past to share with the class and write a short descriptive narrative about the photograph. The idea that families have a past is then further explored through the book When I Was Young in the Mountain or a similar book. Students learn that evidence of the past can be gathered from the words and illustrations of a book. As a summary activity, the class creates a "Past/Present" T-chart showing how family life has changed. Students explore photographs and information about the history of their school and then explore informational text showing how school life has changed. In a final lesson connected to , students learn that national holidays are often celebrations of events and people from the past that made a difference in the United States.</p>
5	May - June	What Is A Citizen?	<p>This unit develops students' understanding of and appreciation for the rule of law in the United States. They begin by exploring the purpose of rules and how they limit absolute freedom. Through literature students learn about three reasons for rules: to keep people safe, to keep things orderly and organized, and to make things fair. Next, students are introduced to the concept of "fairness" and how it applies to their lives at home and in school. They learn that fairness requires treating people in equitable, but not necessarily identical, ways. Using literature, students identify situations that are fair and unfair and explore the relationships among fairness, conflicts, and rules. In developing an understanding of citizenship, students consider why rules are important when people are in groups. Rules for groups such as the family, classroom, and school are used to identify rights and responsibilities associated with membership in each group.</p>

Students then apply their understanding of fairness to rules by identifying criteria for determining whether a rule is fair and then evaluating rules based on these criteria. Using different scenarios and literature, students distinguish the use of power without authority and the use of power with authority. Next, students build on their personal experiences with how rules are enforced. Using two stories, they engage in cross-text comparisons. They discuss how people in authority – those who have the right to use power – also have the responsibility to treat people fairly. To broaden their understanding of citizenship, the children consider circumstances where rules are unfair or conflict with one another. They weigh the importance of the rights of others, the rule of law, compassion, courage, and honesty in deciding whether to follow a rule. Students then listen to a story about Dr. Martin Luther King, Jr. and explore how his actions with respect to unfair laws resulted in a national holiday in his honor. Through a lesson about citizenship and national symbols, students then broaden their understanding of rules, rights, and responsibilities from family and school to their town and country. Students then investigate several symbols of the United States and create an informational display about their assigned symbol, which they present to small groups. The unit concludes with students practicing their citizenship skills by taking on the role of citizens in an imaginary neighborhood and then role-playing situations in which they apply concepts of rules, fairness, majority rules, power, and authority.