

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

First Grade Social Studies: Families and Schools

UNIT	STANDARD Which Michigan state standards does the unit address?	KEY CONCEPTS/ VOCABULARY	ASSESSMENTS Which assessments are given to determine student growth?
<p>Unit 1: What is a family?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. What is a family? 2. How are families alike and different? 3. How is a school like a family 	<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>alike basic needs change different diversity economic wants family past present responsibility rules school</p>	
<p>Unit 2: How Do We Get What We Need or Want?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 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? 	<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>choice consumer economic wants goods money producer scarcity services trade needs</p>	<p>Economic Assessment</p>

<p>Unit 3: How Do We Learn About Places?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. How do we locate places? 2. How do we describe what places are like? 3. How do people adapt to and modify the environment of places? 	<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 places.</p> <p>1 - G2.0.2: Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).</p> <p>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, and transportation).</p>	<p>absolute location adapt address aerial perspective (birds eye view) bodies of water direction globe human and physical characteristics human/environment interaction land masses location map modify personal directions place region relative location season weather</p>	<p>Geography Assessment</p>
<p>Unit 4: How Do We Learn About the Past?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 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>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 Luther King, Jr. Day; Presidents' Day).</p>		<p>History Assessment</p>

<p>Unit 5: What is a Good Citizen?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 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 and why are they important? 	<p>1 - C1.0.1: Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</p> <p>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).</p> <p>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>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).</p> <p>1 - C2.0.2: Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).</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 - 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>1 - P3.1.1: Identify public issues in the school community.</p> <p>1 - P3.1.2: Use graphic data to analyze information about a public issue in the school community.</p> <p>1 - P3.1.3: Identify alternative resolutions to a public issue in the school community.</p> <p>1 - P3.3.1: Express a position on a public policy issue in the school community and justify the position with a reasoned argument.</p> <p>1 - P4.2.1: Develop and implement an action plan to address or inform others about a public issue.</p> <p>1 - P4.2.2: Participate in projects to help or inform others.</p>	<p>authority bullying citizen conflict country fairness patriotism power public issues responsibility rules symbol United States of America</p>	<p>Government Assessment</p> <p>Civics Assessment</p>
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