First Grade: The main areas of emphasis for first grade is: **Families and Schools, Identifying and Analyzing Public Issues, Persuasive Communication About a Public Issue, and Citizen Involvement**.

### Year long instructional strategies, processes, skill development, or content expectations:

#### Working Together for the Common Good (September)

<table>
<thead>
<tr>
<th>Vocabulary, concepts,</th>
<th>Curriculum</th>
<th>Big Ideas &amp; Instructional Strategies</th>
<th>Resources</th>
<th>Assessment</th>
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</table>
| good citizenship issue | *Identifying and Analyzing Public Issues* | Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.  
**P3.1.1:** Identify public issues in the local community that influence the daily lives of its citizens.  
**P3.1.2:** Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.  
**P3.1.3:** Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.  
**Persuasive Communication About a Public Issue**  
**P3.3.1:** Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument. | Weekly Reader  
Time for kids  
MEAP released items for persuasive essay ideas | Students will speak to others in classes to share problems and solutions.  
Students will survey and graph results of possible solutions to school issue.  
Students will take a stand on issue and defend position. |
| graphic data pictures charts resolutions | **Citizen Involvement**  
**P4.2.1:** Develop and implement an action plan to address or inform others about a public issue.  
**P4.2.2:** Participate in projects to help or inform others. | Identify a public issue and determine an action plan.  
Food drive or other community service project | | Implement action plan.  
Exit survey |
## First Grade Social Studies Unit 1 (Citizenship)

<table>
<thead>
<tr>
<th>Focus and Essential Questions</th>
<th>Curriculum</th>
<th>Instructional Strategies, Vocabulary and Concepts</th>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want students to learn?</td>
<td>How will we deliver the curriculum?</td>
<td>What materials/resources can we use to ensure mastery?</td>
<td>How will we know if students learn?</td>
<td></td>
</tr>
</tbody>
</table>

1st Quarterly focused instructional strategies, processes, skill development, or content expectations

### Unit 1: Living With Rules (September-October)

REMINDER: Continue to practice and integrate Year Long Instructional Strategies
<table>
<thead>
<tr>
<th>What is a good citizen?</th>
<th>Purposes of Government</th>
<th>Rules</th>
<th>District Approved Textbook: 1st grade SS big book Unit 5, lesson 4. Unit 1 lessons 2,3 Unit 2, lesson 4</th>
<th>Students sort pictures of good citizens/power with authority/power without authority/ do/don’t -Write response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the characteristics of a good citizen?</td>
<td>Explain why people create governments. C1.0.1: Identify some reasons for rules in school (e.g., provide order, predictability, and safety). C1.0.2: Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules). C1.0.3: Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).</td>
<td>-Identifying questions political scientists ask. -Make a list of group rules and consequences Teach golden rule Give an example power with authority and power without authority • sources of legitimate power • popular sovereignty • abuse of power • Compare people in power to people who bully</td>
<td>Suggested trade books: Miss Nelson is Missing King of the Playground The Recess Queen David Goes To School How Do Dinosaurs Go To School? SS leveled readers (Making Rules, Who Makes the Rules, How Do Rules Get Made?) SS Transparencies: Rules we follow #11, Problem on the playground # 12, Symbols of our country # 29,</td>
<td></td>
</tr>
<tr>
<td>Why do we follow rules and respect authority?</td>
<td>Values and Principles of American Democracy Understand values and principles of American constitutional democracy. C2.0.1: Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules). C5.0.1: Describe some responsibilities people have at home and at school (taking care of oneself, respect for the rights of others, following rules, getting along with others).</td>
<td>Explain fairness justice conflict • Using core democratic values in daily life • Emphasize Common Good</td>
<td>Rules Song: Follow Rules at home and school (insert rule) R-U-L-E-S (3x) We follow all the rules. Suggested Trade Booklets and books: Cat and Dog at School Working Together Would It Be Right? We Can Share At School Tyrone the Double Dirty Rotten Cheater Franklin is Bossy</td>
<td></td>
</tr>
<tr>
<td>How can citizens work together to solve problems?</td>
<td></td>
<td>-Groups role play conflict situation and determine possible outcomes.</td>
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<tr>
<td>What are some important symbols of our country and why are they important?</td>
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<td>-Venn diagram comparing rules at home and at school.</td>
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</table>
## First Grade Social Studies Unit 1 (Citizenship)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Activities</th>
<th>Suggested Trade Book</th>
<th>Additional Information</th>
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</table>
| C5.0.2:  | Identify situations in which people act as good citizens in the school community (thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty). | Role play  
Role play  
Role play  
Role play  
Role play | Officer Buckle and Gloria  
Have 5th grade safety come and explain school role.  
Students vote on class decisions and understand majority rule.  
Class writes letter to school personnel about concern/and or positive influence. |  
Label pictures of American Symbols  
**Integrated GLCE's:**  
W.GN.01.03: Write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas. (ELA)  
D.RE.01.01: Collect and organize data to use in pictographs. (Math)  
D.RE.01.02: Read and interpret pictographs. (Math)  
D.RE.01.03: Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, (e.g., ☺ represents one child). (Math)  
[www.micitizenshipcurriculum.org](http://www.micitizenshipcurriculum.org)  
1st grade Social Studies:  
Unit 5  
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 U.S.A.  
Unit 1  
Lesson 3: Working Together as a Family }