

First Grade 2020 Unit 2 Social Studies: We Belong

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **End October-Beginning December**
Status: **Published**

Established Goals/Standards

SOC.6.1	U.S. History: America in the World
SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. Rules for all to live by are a result of the actions of government, organizations, and individuals.
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules. The actions of individuals and government affect decisions made for the common good.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function. When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions. The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

SOC.6.1.2.EconET.5

Describe how local and state governments make decisions that affect individuals and the community.

CAEP.9.2.4.A.2

Identify various life roles and civic and work - related activities in the school, home, and community.

Essential Questions

- How can families be alike and different?
- How do rules and laws help people get along?
- What are groups in your own community?
- What are some different groups in which a person can belong?
- What is special about the way information is shown on a chart?
- What is voting and the importance of it?

Enduring Understanding

- A chart uses lines and art as well as words to present information.
- A person can belong to different groups such as a family, a school, and a country.
- Families come in different sizes and compositions, but members of all families care for and help each other.
- Rules and laws tell you what you should do or shouldn't do. They also make sure that everyone is treated fairly and equally.
- Some common groups in your community may be musicians, singers, journalists, clubs, or sports teams.
- Voting is a way groups make choices that affect families, schools, communities, or the whole country.

Content

Students will be able to:

- Recognize that families come in many sizes and compositions.
- Understand that all families are alike in some ways.
- Recognize that a family is a group.
- Recognize that in addition to families, there are other kinds of groups to which people belong.
- Identify various racial, ethnic, and cultural groups in one's community.
- Compare the ways in which people and things are alike.
- Contrast the ways in which people and things are different.
- Understand the need for rules and laws and participate in rule making.
- Understand the difference between rules and laws.
- Conclude that there are different rules for different activities.
- Identify a local authority figure.
- Recognize problems people face in getting along.
- Determine ways to solve those problems.
- Recognize a chart.
- Analyze the way in which charts display information.

- Identify voting as the way that groups make choices.
- Demonstrate the democratic process through voting and elections.
- Recognize similarities and differences in the lifestyle of people from another culture.
- Identify the groups to which an individual can belong.

Assessment

Resources

My World :Adventures in Time and Place Series

My World Project book

My World Outline Maps book

My World Practice Book

My World Assessment Book

Treasures reading series

World and United States Maps

Mailbox Magazine

Teacher's Helper

Brain Pop Jr.

Discovery Education

Active Board Flipcharts

Promethean Planet

Nonfiction books

Fiction books

Leveled Non-fiction readers

graphic organizers

Studies Weekly

