



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 1: People and Tradition**

**LESSON: 1**

**TOPIC: Change Over Time**

**STANDARDS:**

- SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
- SS.K-4.TCC.1 Explain that the study of the past is a story of communities, nations, and the world.
- SS.K-4.PPE.10 Examine the effects of sin on the environment.
- SS.K-4.IDI.3 Define concepts such as: growth, change, learning, self, family, and groups.
- SS.K-4.STS.6 Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time.

**OBJECTIVES:**

- Discuss how people and events share history.
- Understand why history is important and how things change over time.
- Recognize and use time lines.

**VOCABULARY:** history, time line, community, technology

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Review the stories of creation and the Flood. Describe the effects of sin on humans and the environment.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 1 – pp. 2-23</b> <i>Unit 1 Digital Lesson Plans and Presentations</i> <i>Video – How Communities Are Alike and Different (10:22)</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <hr/> <p><b>BrainPop Video</b></p> <p>BrainPop Jr. video – <i>School</i> (3:11) Brainpop Jr. - communities</p> <hr/> <p><b>Books, Websites, Etc.</b></p> <p>TpT – Times Change by Traci Clausen TpT – Communities and How they change by Little School on the Range TpT – Our Changing Times by Traci Clausen Virtual Field Trip – Colonial Williamsburg Cup/Can telephone vs cell phone <i>Discovery Education <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></i> <i>Resources K-5 use for whole year</i></p> <p>*Teachers Pay Teachers = TpT</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Big Idea Project (p. 51 – to be continued): Make a poster about life in the past. Rubric is on page 51W.</li> <li>2. Complete a Venn diagram comparing school long ago and today.</li> <li>3. Develop a timeline showing events from your life or showing events from one day.</li> <li>4. Research kinds of technology that have changed over time like telephones or copy machines. Draw a picture and write a few sentences about how the piece of technology has changed over time.</li> <li>5. Invent a machine of the future.</li> </ol>



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GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 1: People and Tradition**

**LESSON: 2**

**TOPIC: Special Holidays**

**STANDARDS:**

- SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community nation, and world.

**OBJECTIVES:**

- Define culture.
- Recognize why we celebrate people and events.
- Illustrate how to use a graphic organizer (calendar).

**VOCABULARY:** holidays, slavery, culture

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Read Luke 15:11-31 Parable of the Lost Son Discuss the celebration the father prepared. Compare God's celebration when people come to or return to Him.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 1 – pp. 24-31</b> <i>Unit 1 Digital Lesson Plans and Presentations</i> <i>Video- Veterans Day: Holiday Facts and Fun(13:23) Leveled Reader – The First Thanksgiving (T 16,17)</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <p><i>Thanksgiving: Holiday Facts and Fun (12:45)</i> <i>Cinco de Mayo: Holiday Facts and Fun (12:18)</i> <i>Memorial Day: Holiday Facts and Fun (15:08)</i> <i>Martin Luther King Day: Holiday Facts and Fun (11:27)</i></p> <p><b>BrainPop Video</b></p> <p>BrainPop Jr. Video – <i>Martin Luther King Jr. (6:05)</i> BrainPop Jr Video – <i>Thanksgiving (4:00)</i></p> <p><b>Books, Websites, Etc.</b></p> <p>TpT – <i>Holiday Customs Around the World</i> – by Traci Clausen TpT – <i>American Heroes</i> by Teacher to the Core <i>The Keeping Quilt</i> by Patricia Polacco</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 51) Make a poster about life in the past.</li> <li>2. Create and label a monthly calendar showing one or more special days or holidays.</li> <li>3. Develop an illustrated chart listing facts about an important holiday.</li> <li>4. After reading <i>The First Thanksgiving</i> create a skit acting out the events of the story.</li> </ol>



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**UNIT 1: People and Tradition**

**LESSON: 3 & 4**

**TOPIC: American Heroes and Sharing Stories**

**STANDARDS:**

- SS.K-4.IDI.2 Identify the qualities that make individuals unique and equip them for their place in God's overall plan.
- SS.K-4.IDI.4 Explain how individuals have characteristics that are both distinct from and similar to those of others.
- SS.K-4.IDI.16 Embrace and cultivate a personal relationship with Christ.

**OBJECTIVES:**

- Determine how people show character.
- Identify positive character traits.
- Analyze stories and why we read/tell them.
- Identify fact and fiction.

**VOCABULARY:** character, tall tale, fable, nonfiction, fiction

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Read a story from the Bible that discusses how God helps a person develop positive character traits (i.e. Elijah, Saul/Paul, Moses) What qualities made the Bible characters ready to be a part of God's plan?</p> <p>Find examples of Bible characters with a personal relationship with God. Encourage cultivation of a personal relationship with Jesus.</p>	<p><i>Our Community and Beyond</i> <b>Unit 1 – pp. 32-51</b> <i>Unit 1 Digital Lesson Plans and Presentations</i> <i>Video – Abraham Lincoln: Famous People, Incredible Lives(7:04)</i> <i>Video – Harriet Tubman and Her escape to Freedom (12:29)</i> <i>Leveled Readers (available online) – Daniel Inouye (T 18, 19) Coretta Scott King (T 20,21)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p><b>BrainPop Video</b> BrainPop Jr. Video – <i>Harriet Tubman(3:42)</i> BrainPop Jr. Video – <i>Abraham Lincoln (4:03)</i></p> <p><b>Books, Websites, Etc.</b> TpT -American Heroes for Little Learners by Mel D-Seusstastic</p> <p>TpT -American Heroes by Laurie Kraus</p> <p>Amazon – <i>Under the Quilt of Night</i> by Deborah Hopkinson</p> <p><i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson</p> <p>Reading A-Z <i>General Folktales; Tall Tales</i></p>	<ol style="list-style-type: none"> <li>1. Complete Big Idea Project (p.51): Make a poster about Life in the Past</li> <li>2. Describe in your own words three ways people can be honest</li> <li>3. Write a paragraph that tells about a hero you know or have read about. After you have written your paragraph, draw a picture of your hero.</li> <li>4. In a small group, develop a skit showing a positive character trait.</li> <li>5. Using a T-chart, make a list of "do's and don'ts" in different situations</li> <li>6. Write exaggerated sentences and share with a partner.</li> <li>7. Compare and contrast fables with parables from the Bible.</li> <li>8. Using a map of your state, plan a trip to another town.</li> </ol>



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GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 2: Where We Live**

**LESSON: 1**

**TOPIC: Map Elements**

**STANDARDS:**

SS.K-4.PPE.2 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

**OBJECTIVES:**

- Identify and use elements of a map.
- Understand that maps use symbols to stand for real things.

**VOCABULARY:** map, cardinal directions, compass rose, map key, symbol

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Exodus 13:21 – Moses and the Israelites had something better than a map to lead them through the desert – God had a pillar of fire and cloud to direct them. How does God lead us today?</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 2 – pp. 52-63</b> <i>Unit 2 Digital Lesson Plans and Presentations</i> <i>Video- Maps Show Our Earth (9:54)</i> <i>Leveled Reader (available online) Lets Use a Map</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Making Maps (18:26)</i> <i>Here You are: Mapping Skills (17:22)</i> <i>Segment - Map Reading Fundamentals (2:53)</i></p> <p><b>BrainPop Video</b> <i>Reading Maps (5:28)</i></p> <p><b>Books, Websites, Etc.</b></p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Big Idea Project (p.77 Create a Community map- Rubric is on pg. 77W)</li> <li>2. Distribute various maps (city, county, theme park, zoo, museum, historical maps) Discuss the characteristics of the maps including the uses and elements of the maps.</li> </ol>
<p>TpT – Maps and Globes by Latoya Reed TpT – Maps and Globes Literacy Centers by Angelica Potter TpT – Maps and Globes by Primary A to Z TpT- Where I Live – Social Studies Unit by Traci Clausen TpT – Me on the Map – A Social Studies &amp; Language Arts Project by Clutter Free Classroom TpT- Rural, Urban, &amp; Suburban by Simply Skilled in Second <i>Daily Geography Practice, Grade 1</i> by Evan-Moor</p>	



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GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 2: Where We Live**

**LESSON: 2**

**TOPIC: Maps and Globes**

**STANDARDS:**

- SS.K-4.PPE.3 Utilize tools such as maps, globes and geospatial technologies in investigating relationships among people, places and environments
- SS.K-4.PAG.10 Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.

**OBJECTIVES:**

- Learn how to use maps and globes.
- Identify political and physical maps.

**VOCABULARY:** Political map, physical map globe

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Sing "He's got the Whole World in His Hands", and then discuss what it means for God to have the whole world in His hands. Think of Bible stories or current situations that show God has ultimate control.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 2 – pp. 60-64</b> <i>Unit 2 Digital Lesson Plans and Presentations</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Physical Features (12:08)</i></p> <p><b>BrainPop Video</b> <i>Brainpop Jr. Video – Landforms (4:37)</i> <i>Communities</i> <i>Continents and Oceans</i></p> <p><b>Books, Websites, Etc.</b></p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 77) create a community map.</li> <li>2. Locate a political and physical map for your state or local area. Describe a situation in which each map would best provide needed information.</li> <li>3. Use a globe and map to locate the same location or information. Using a Venn diagram, compare and contrast the globe and the map.</li> <li>4. Build It – make a landform model and label the components.</li> </ol>
<p>TpT – Continents, Oceans &amp; Landforms by Linda Kamp TpT – Landforms Round the World by Cupcakes and Curriculum <i>Daily Geography Practice, Grade 1</i> by Evan-Moor 7 Continents Song by Dr. Jean <a href="http://youtube.com/watch?v=kXa66f8Xgsw">http://youtube.com/watch?v=kXa66f8Xgsw</a></p>	



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**UNIT 2: Where We Live**

**LESSON: 3**

**TOPIC: Where We Live**

**STANDARDS:**

SS.K-4.PPE.1 Explain that the theme of people, places, and environment involves the study of location, place, and the interactions of people with their surroundings.

**OBJECTIVES:**

- Describe how location, or where we live affects our lives.
- Understand that our physical environment includes the land and water around us as well as the weather and seasons.

**VOCABULARY:** location, physical environment, transportation, weather, seasons

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>1 Kings 17: 2-6 God can provide for our needs anywhere – even in the remote area of the Kerith Ravine when He provided food for Elijah from the ravens.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 2 – pp. 70-77</b> <i>Unit 2 Digital Lesson Plans and Presentations</i> <i>Video – How Geography shapes a Community (12:54)</i> <i>Leveled Readers(available online) – Two Kinds of Forest; A Year at the Pond; the Four Seasons; On Top of the World (T24, 25)</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Weather: Video Vocab (3:01)</i> <i>Citizen Science: Seasons (2:02)</i> <i>Segment – Climate (2:39)</i></p> <p><b>BrainPop Video</b> <i>Weather (12 options)</i> <i>Concept Map</i></p> <p><b>Books, Websites, Etc.</b> TpT – Four Seasons: Sort &amp; Classify by Karen Cox LapBook- Weather Lapbook by Jane Feener Weather and Seasons Unit – by The First Grade Flair Song – Seasons song video <a href="http://www.youtube.com/watch?v=8Zjpl6fgYSY">www.youtube.com/watch?v=8Zjpl6fgYSY</a> Story- Franklin and the Four Seasons <a href="http://www.youtube.com/watch?v=GrGpw4ra5HE">www.youtube.com/watch?v=GrGpw4ra5HE</a></p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Complete Big Idea Project (p. 77): Create a community map. Rubric is on pg. 77W</li> <li>2. Create a concept map giving information about where you live (i.e. clothing, shelter, food, transportation).</li> <li>3. Invite someone who has lived in another region of the country or world to share information about that location.</li> <li>4. Create a chart showing temperatures from major cities across the United States. Discuss the results in class.</li> </ol>



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**UNIT 3: Beginning Economics**

**LESSON: 1**

**TOPIC: Goods and Services**

**STANDARDS:**

- SS.K-4.PDC.5 Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for the future.
- SS.K-4.PDC.8 Identify various organizations such as banks, businesses that help people achieve their individual economic goals.
- SS.K-4.IDI.7 Develop a respect for others including senior citizens and individuals with disabilities.
- SS.K-4.IGI.4 Identify characteristics that distinguish individuals.

**OBJECTIVES:**

- Discuss the variety of choices we need to make.
- Identify strategies for making good choices.
- Describe how our choices result in consequences.

**VOCABULARY:** goods, services, provide

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>1 Cor. 12:4-6 Different kinds of services are needed for God's work. Encourage students to find a "service" they can provide with the unique gifts God has given them.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i>  <b>Unit 3 – pp. 78-89</b>  <i>Unit 3 Digital Lesson Plans and Presentations</i>  <i>Video – Let's Go to the Store (3:32)</i>  <i>Video – How to Make and Apple Pie and see the World (4:40)</i>  <i>Leveled Readers – available online – Jobs at School (T 26-27) Start Your Own Business: People at Work</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <hr/> <p><b>BrainPop Video</b></p> <p>Brain Pop Jr. Video – <i>Goods and Services (4:20)</i></p> <p><b>Books, Websites, Etc.</b></p> <p>TpT-Economics: A Unit about Goods and Services by Erin Morrison          TpT – Goods and Services by Fishyrobb          TpT – Community Helpers by Natalie Lamont          Book – <i>Let's Chat About Economics</i> by Michelle Balconi          Book – <i>Alexander Who Used to be Rich Last Sunday</i> – by Judith Viorst          Reading A-Z: search Goods &amp; Services          Youtube – Berenstain Bears Get the Gimmies          Youtube – People in your neighborhood song – Sesame St          Research Service Careers</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Big Idea Project (p.105) Create a poster ad for a new good. Rubric is on pg. 105W</li> <li>2. Choose a "good" from school or home. Write a paragraph telling about the good (i.e. If the good was grown or made, who might have made it, where it was grown or made)</li> <li>3. Make a list of local goods (grown or manufactured) and then visit one of your local growers or manufacturers.</li> <li>4. Interview a "service" worker in your community about their job. Share what you learned with your classmates.</li> <li>5. Describe "service" jobs within the church organization.</li> </ol>



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GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 3: Beginning Economics**

**LESSON: 2**

**TOPIC: Barter and Money**

**STANDARDS:**

SS.K-4.PDC.7 Identify the characteristics functions of money and its uses.

**OBJECTIVES:**

- Discuss why we need money.
- Describe the barter system.

**VOCABULARY:** barter, money, exchange

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Genesis 25:27-34 Discuss the barter which took place in the story of Jacob and Esau. What was the problem with this exchange. Jesus paid for our lives...with His</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 3 – pp. 90-95</b> <i>Unit 3 Digital Lesson Plans and Presentations</i> <i>Video – Math in our Lives: Money (10:24)</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Word Power – Barter (0:53)</i> <i>Saturday Sancocho: Reading Rainbow (27:27)</i></p> <p><b>BrainPop Video</b></p> <p><b>Books, Websites, Etc.</b> TpT- Economics for Kids Bundle by Meredith Anderson TpT- Money Makes the World Go Around – Surfin' Through Second TpT-Easy Economics and managing money by Christie Page</p> <p>Book – <i>Bunny Money</i> (Max and Ruby) by Rosemary Wells</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p.105); Create a poster ad for a new good.</li> <li>2. Write a story about a family from the past using bartering to supply their needs.</li> <li>3. Role-play scenarios in which you spend money in exchange for something you need or want. Then role-play the same scenario using bartering.</li> <li>4. Create an acrostic poem with the word "money" or "barter".</li> </ol>





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GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 3: Beginning Economics**

**LESSON: 3**

**TOPIC: Producers. Sellers and Buyers**

**STANDARDS:**

SS.K-4.PDC.6 Explain how economic incentives affect people’s behavior.

**OBJECTIVES:**

- Identify the need for and connection between producers, sellers, and buyers.

**VOCABULARY:** producers, sellers, buyers

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Genesis 41 – Review the story of Joseph and the grain from Egypt. Identify the producers, the sellers, and the buyers in this Bible Story.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 3 – pp. 96-99</b> <i>Unit 3 Digital Lesson Plans and Presentations</i> <i>Video – Lemonade for Sale: Reading Rainbow (4:47)</i></p> <p>Leveled Reader – <i>The Apple Man: The Story of John Chapman (T2-29)</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Fruit (10:59)</i></p> <p><b>BrainPop Video</b></p> <p><b>Books, Websites, Etc.</b> Reading A-Z search Consumers Reading A-Z Search Producers Reading A- Z – George Washington Carver Visit a local grocery store, or local bakery</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p,105) Create a poster new good</li> <li>2. Draw pictures to illustrate the connection between producers, sellers, and buyers. Put a caption with each of your pictures.</li> <li>3. Discuss what might happen missing just one part of the economy cycle: producers, sellers, or buyers. Discuss why all three are important.</li> </ol>



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GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 3: Beginning Economics**

**LESSON: 4**

**TOPIC: Making Choices**

**STANDARDS:**

- SS.K-4.PDC.5 Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K-4.PDC.8 Identify various organizations such as banks and businesses that help people achieve their individual economic goals.
- SS.K-4.IDI.7 Develop a respect for others including senior citizens and individuals with disabilities.
- SS.K-4.IGI.4 Identify characteristics that distinguish individuals.

**OBJECTIVES:**

- Discuss the variety of choices we need to make.
- Identify strategies for making good choices.
- Describe how our choices result in consequences.

**VOCABULARY:** scarce, spend, consequence, save, opportunity cost, choice

<b>SPIRITUAL APPLICATIONS:</b>	<b>McGRAW-HILL RESOURCES:</b>
Mark 12:41-44 Discuss the story of the widow's offering and why God loves a cheerful giver? Proverbs 30:33 What does Solomon say about consequences? Genesis 3 Eve's Choice	<i>Our Community and Beyond</i> <b>Unit 3 – pp. 100-105</b> <i>Unit 3 Digital Lesson Plans and Presentations</i> <i>Video – Sam and the Lucky Money (11:14)</i> <i>Video – Student Workshop: I Can't Decide: Making Decisions (16:25)</i>
<b>ADDITIONAL RESOURCES / CONNECTIONS:</b>	<b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b>
<b>Learn360 Video</b>	<ol style="list-style-type: none"> <li>1. Complete Big Idea Project (p.105) Create a poster ad for a new good Rubric is on pg. 105W</li> <li>2. After watching <i>Sam and the Lucky Money</i>, write a paragraph describing choices you can make that would help someone.</li> <li>3. Take a field trip to a bank or credit union to learn more about how these institutions can assist in saving money.</li> <li>4. Create a flowchart showing steps in making good choices.</li> <li>5. Write and act out a skit illustrating what your choices show about your "character".</li> </ol>
<b>BrainPop Video</b>	
BrainPop Jr. Video – <i>Spending and Saving (5:17)</i> BrainPop Jr. Video – <i>Wants and Needs</i>	
<b>Books, Websites, Etc.</b>	
TpT – Financial Literacy Spend and Saving for 1 <sup>st</sup> Grade by Tracy Pippin; TpT – Spending and Saving by Sara Rucker Pinterest – Piggy Banks – search Play store with things to buy, ways to earn money Book – <i>A Chair for My Mother</i> by Vera B Williams Book – <i>Johnny's Decisions</i> by Jeff Felardo	



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
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GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 4: Good Citizens**

**LESSON: 1**

**TOPIC: We Are Citizens**

**STANDARDS:**

- SS.K-4.PAG.6 Show how the Ten Commandments relate to governmental laws.
- SS.K-4.CIP.2 Define concepts and ideas such as individual dignity, fairness, freedom good, rule of law, civic life, rights, and responsibilities.

**OBJECTIVES:**

- Identify how people can be good citizens at home, school and in their communities.
- Learn about the rights and responsibilities citizens have and the rules and laws they follow.

**VOCABULARY:** citizen, rule, law, right, responsibility, belong

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Philippians 3:20 While we are citizens of a country here on earth, our citizenship is in heaven because of our Savior Jesus.</p> <p>Book – <i>Heavenly Senses</i> by Danielle Bunkley</p>	<p><i>Our Community and Beyond</i> <b>Unit 4 – pp. 106-121</b> <i>Unit 4 Digital Lesson Plans and Presentations</i> <i>Video – Everyday Before School (4:10)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p><b>Learn360 Video</b></p>	<ol style="list-style-type: none"> <li>1. Big Idea Project (p.141) - to be continued; create a "good Citizens" skit. Rubric is on pg. 141W</li> <li>2. Make a "private" list when you see classmates showing respect and kindness, and then remember to thank people for their kindness and respectful acts.</li> <li>3. Make a poster about being a responsible citizen at home, at school, or in the community</li> <li>4. Using a Venn-Diagram compare and contrast rules at home and school with laws in our communities.</li> <li>5. Write a paragraph describing what your day would be like without any rules and laws. Would you prefer no rules and laws? Why or why not?</li> <li>6. Discuss how the 10 commandments are the foundation for many of our rules and laws.</li> </ol>
<p><b>BrainPop Video</b></p>	
<p><b>Books, Websites, Etc.</b></p>	
<p>TpT – Citizenship – by Kristina Ficquette TpT – Good citizenship – 1<sup>st</sup> &amp; 2<sup>nd</sup> grade by Happy Days in First Grade TpT – Citizenship and Government Interactive Notebook for 2<sup>nd</sup> grade by Live Laugh and Love to Learn TpT – Free We the Kids: The Preamble to the Constitution of the United States by Hilary Lewis Book – <i>We Live Here Too</i> by Nancy Loewen Book – <i>What if Everybody did that?</i> by Ellen Javernick Book - <i>I am a Good Citizen</i> –by Mary Ann Hoffman</p>	



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 4: Good Citizens**

**LESSON: 2**

**TOPIC: People and Authority**

**STANDARDS:**

SS.K-4.PAG.4 Give examples of people who have the authority to make and enforce rules.

**OBJECTIVES:**

- Identify positions of authority.
- Recognize ways to solve conflicts.

**VOCABULARY:** authority, government, conflict. decision

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Matthew 22:15-22 Jesus showed by example that we should follow government authority (paying tax) when it does not conflict with God's law.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 4 – pp. 122-127</b> <i>Unit 4 Digital Lesson Plans and Presentations</i> <i>Video – Stop Picking on Me (14:11)</i> <i>Video – Respect for Rules (5:36)</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p.141) Create a "Good Citizens" skit</li> <li>2. Brainstorm a list of people with authority. Discuss why these are people who have been given authority.</li> <li>3. Write a story about someone who uses power without authority. Include a way to solve this conflict in your story.</li> <li>4. Role-play a conflict and ways to resolve the conflict.</li> <li>5. Complete a T-chart listing people in authority, who gives them "authority" (i.e. President of the United States, the votes give him authority; Parents – God gives them authority)</li> </ol>
<p><i>Rules and Laws: Exploring Communities (5:46)</i></p>	
<p><b>BrainPop Video</b></p>	
<p><i>Branches of Government; Local and State Government</i></p>	
<p><b>Books, Websites, Etc.</b></p> <p>Book – <i>Grace for President</i> by Kelly Dipucchio Book – <i>LaRue for Mayor: Letters from the Campaign Trail</i> by Mark Teague Book – <i>Election Day</i> by Jessica Travis; Book – <i>Duck for President</i> by Doreen Cronin TpT – G2 – Unit 3- Government &amp; Citizens by Just Add Glitter TpT – Branches of Local State and National Government Flip Flaps by Teach Two Reach TpT – Levels of Government by Busy Me Plus Three TpT – Our Government: Discover What It's All About by Christie Page</p>	



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 4: Good Citizens**

**LESSON: 3**

**TOPIC: Good Citizens Help**

**STANDARDS:**

- SS.K-4.IGI.8 Participate in age appropriate outreach and service projects.
- SS.K-4.CIP.5 Discuss types and benefits of service projects.

**OBJECTIVES:**

- Define ways that citizens can make a difference in their school and communities.
- Discuss types and benefits of service to others.

**VOCABULARY:** service, project, activity

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Matthew 22:15-22 Review the story of the Good Samaritan. Discuss ways this parable illustrates good citizenship and service to others.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 4 – pp. 128-131</b> <i>Unit 4 Digital Lesson Plans and Presentations</i> <i>Video – meet Craig Keilburger (3:19)</i> <i>Leveled Readers – Jane Addams and the House that Helped (T30-31) Patching a Playground</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Community Service Learning (8:36)</i></p> <p><b>BrainPop Video</b></p> <p><b>Books, Websites, Etc.</b> <i>How Full Is Your Bucket</i> by: Tom Rath Song – Fill your Bucket Children’s Songs by Learning Station <a href="http://www.youtube.com/watch?v=WaddbqEQ1NE">www.youtube.com/watch?v=WaddbqEQ1NE</a> TpT – The Bucket Filler Friendship Club by Rulin' the Roost</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Participate in a service project:             <ol style="list-style-type: none"> <li>a. Pinterest – Cupcake Socks for Nursing Homes/Homeless</li> <li>b. Pinterest – Blessing Bags</li> <li>c. Pinterest – Fleece Blankets</li> <li>d. Pinterest – Books with Crayons holders for Kids in Hospital</li> <li>e. ADRA Fun Run – <a href="http://www.youtube.com/watch?v=BjQ0yfdXqWk">www.youtube.com/watch?v=BjQ0yfdXqWk</a></li> </ol> </li> <li>2. Continue Big Idea Project (p. 141) Create a “Good Citizen” skit.</li> <li>3. Look through local newspapers to find examples of people or groups involved in service projects. Write a thank you card to that group or individual.</li> </ol>



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
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GRADE ONE (ODD YEAR - GRADES 1 & 2)

**UNIT 4: Good Citizens**

**LESSON: 4**

**TOPIC: Symbols of Our Country**

**STANDARDS:**

SS.K-4.TCC.3 Understand that we learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews and original sources such as documents, letters, photographs, and artifacts.

**OBJECTIVES:**

- Describe symbols that have meaning for the United States of America.

**VOCABULARY:** symbol, democracy, pledge

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>1 Corinthians 11:26 Discuss Jesus' last supper and how the Communion service is a symbol of Jesus' death for us. If possible, invite the pastor to conduct a Communion service for the students.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Our Community and Beyond</i> <b>Unit 4 – pp. 132-141</b> <i>Unit 4 Digital Lesson Plans and Presentations</i> <i>Video – Old Glory (11:14)</i> Leveled Readers: – Symbols of America – Presidential Pooches</p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Symbols and Celebrations of America: US Government (16:58)</i> <i>So You Want to Be President? (27:25)</i> <i>The Bald Eagle (00:54)</i></p> <p><b>BrainPop Video</b> BrainPop Jr. Video – Statue of Liberty (4:41) BrainPop Jr. Video – US Symbols (5:12)</p> <p><b>Books, Websites, Etc.</b> TpT – Celebrate Freedom Constitution &amp; US Symbols Unit! By Kreative in Kinder; TpT – US Symbols by Simply Skilled in Second; TpT – Texas Symbols Packet for K and 1<sup>st</sup> Grade by Robin Rotherford TpT – Texas Symbols by Lone Star State of Mind Book – <i>Texas Symbol Lapbook</i> by Ramona Ward Song – American Symbols <a href="http://www.youtube.com/watch?v=as9apKNqcG8">www.youtube.com/watch?v=as9apKNqcG8</a></p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Complete Big Idea Project (p.141) Create a Good citizen skit. Rubric on pg. 141W</li> <li>2. Learn the words to "The Star Spangled Banner" and perform the song for a group.</li> <li>3. With your classmates, create a bulletin board showing symbols of the United States with some information and facts about each.</li> <li>4. Make bookmarks decorated with symbols of the United States to distribute at a local nursing home.</li> </ol>