



Marietta City Schools

District Unit Planner

*Grade 1 Social Studies*

<b>Theme</b>	<i>Unit 1 Connecting Themes in First Grade Social Studies</i>	<b>Unit duration (Days)</b>	<i>10 - 20 days</i>
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### GSE Standards

**Culture:** The student will understand culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special

**Individuals, Groups, and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

**Location:** The student will understand that where people live matters

**Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices.

**Time, Change, and Continuity:** The student will understand that some things will change over time, while others stay the same

**Information Processing Skills:**

1. Compare similarities and differences
2. Organize items chronologically
3. Identify issues and/or problems and alternative solutions
6. Identify and use primary and secondary sources

### Essential Questions

**Factual—**

What does your family celebrate?

What would happen if we didn't have rules?

How do people earn money?

What do people spend money on?

**Conceptual—**

How are people where we live like you?  
How are people where we live different from you?  
How does where we live affect what we do every day?  
Why do people save money?  
How has school stayed the same over time?  
How has school changed over time?  
How has technology changed over time?  
How has transportation changed over time?

**Debatable-**

How can my choices help people?  
How can my choices hurt people?

<b>Tier II Words-</b> High Frequency Multiple Meaning	<b>Tier III Words-</b> Subject/ Content Related Words
Choices Family Time, Change, Continuity Compare, Examine, Identify, Explain Celebrations, Celebrate	Transportation Earn Money Country, City Culture Scarcity

**Assessments**

**Summative Assessment(s):**

As this is an introduction to the Themes of Social Studies and no GSE are taught, no anticipation guide and Assessment is included.

**Theme Based Writing Task and Rubric:**

This Theme is the BEST! Students choose one of the themes and copy and continue the statement:

*I think the theme of \_\_\_\_\_ is the most (interesting or important) because:*

- 1.
- 2.
- 3.

Standards: All themes for the unit

Objective or Content	Learning Experiences	Differentiation Considerations
Teacher Resources	<p><a href="#">Parent Information Letter</a>- This letter is provided for schools to share with parents to introduce the unit. It includes a section for school specific information and news. For example, if completing the <i>Then and Now Museum</i> activity- add a donation request.</p> <p><a href="#">Teacher Notes</a> guide teachers in understanding the content for the unit.</p> <p>Additional unit information may be found at the <a href="#">GADOE GPS Landing Page</a></p>	N/A
<p><b>Culture:</b> The student will understand culture is how people think, act, celebrate, and make rules, and that it is what makes a group of people special</p>	<p><a href="#">Family Pictures</a> Compare different types of families</p>	Provide sentence starters for writing
<p><b>Location:</b> The student will understand that where people live matters.</p>	<p><a href="#">City Life, Country Life</a> Examine how city and country locations are different from where we live (Suburban)</p>	<p>The students could draw a picture of where they live or of the city and rural area in their journals or on a piece of paper. Create a Venn diagram to compare and contrast the city and the country before writing.</p>
<p><b>Individuals, Groups, and Institutions:</b> The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>	<p><a href="#">Write a Safety Tip</a> Identify and explain the purpose of safety rules</p>	<p>Work in small groups to create the safety tip. Provide Sentence Starters for the Safety Book</p>
<p><b>Individuals, Groups, and Institutions:</b> The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>	<p><a href="#">Write Your Own Rules</a> Study the purpose of rules and create rules for a location of choice</p>	<p>Work as a class to develop a sentence starter for their rules.</p>

<p><b>Individuals, Groups, and Institutions:</b> The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>	<p><a href="#">Solving Problems</a>          Create multiple solutions for common problems 1st graders may experience</p>	<p>Students could work in small groups or as a whole class.</p>
<p><b>Time, Change, and Continuity:</b> The student will understand that some things will change over time, while others stay the same</p>	<p><a href="#">Then and Now Museum</a>          Examine artifacts from then and now and make comparisons between the past and today</p>	<p>Create learning stations for rotations to answer the guiding questions in small groups</p>
<p><b>Time, Change, and Continuity:</b> The student will understand that some things will change over time, while others stay the same</p>	<p><a href="#">History Interviews</a>          Interview a family member or a person important in their lives about ways we record history</p>	<p>Allow students to work with school personnel to support interviewing and providing people to interview. Provide a template for thank you cards.</p>
<p><b>Recommended High Quality Complex Texts</b></p>		
<p><i>Officer Buckle and Gloria</i> by Peggy Rathman  <i>The Little House</i> by Virginia Lee Burton  <i>The Mitten</i> by Jan Brett</p>		