

Curriculum Mapping, Alignment, and Analysis
Glen Lake Community Schools

Grade: _1_ Content Area: Social Studies Course: _____ Revised January 1, 2002

drm(11/29/01)

Month	Essential Questions <i>What are the fundamental, enduring questions that will guide study and instruction?</i>	Content <i>What is being covered and what is the important vocabulary? What do students need to know?</i> (Topics, Issues, works, problems, themes)	Skills <i>Use verbs to tell: What do students have to be able to do connected to the content?</i>	Assessment <i>Use nouns to describe: What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned about the Essential Questions?</i>	Standards/Benchmarks <i>What benchmarks are met through this topic?</i> (Use the code/s that match the state standards.)
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September	<p>How do we use a calendar?</p> <p>How do we stay safe?</p> <p>Where do we live?</p> <p>What current events effect our country?</p>	<p>Calendar</p> <p>Rules Bus Safety</p> <p>Where We Live Citizenship Our homes are in Neighborhoods Neighborhoods are in Communities</p> <p>Current Events</p>	<p>Vocabulary: months of year days of week yesterday, today, tomorrow</p> <p>farm, city, neighborhood, community, map, map key</p>	<p>Calendar time</p> <p>Make a rule for the classroom Talk about bus safety</p> <p>Draw a picture of a community Draw a map of bedroom Complete worksheet on maps using a map key.</p> <p>Reading Scholastic News</p>	<p>Teacher observation of skills</p> <p>Tell why rules are important.</p> <p>Diorama of a farm or city community Map of classroom</p>	<p>H 1.2 Use weeks, months and years as intervals of time. H 1.3 Distinguish among the past, the present and the future. C P 4.1 Identify rules at school and in the local community and consider consequences for breaking them. C I 1.1 Help determine, interpret and enforce school rules. P 2.1 Engage each other in conversations about issues pertaining to governing their school. G 3.1 Identify locations of significance in their immediate environment. G 4.2 Compare their community and region with others. I 1.3 organize information to make and interpret simple maps of their local surroundings. G 5.1 Locate and describe major world events that having an impact on their community and explain why they are important to the community.</p>

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October	<p>How do we stay safe?</p> <p>Where do we live?</p> <p>Who was Christopher Columbus?</p>	<p>Fire prevention Personal Safety We live in the</p> <p>United States Sharing Our Earth</p> <p>Christopher Columbus</p>	<p>Vocabulary: prevention</p> <p>state, country, earth, Michigan</p> <p>explorer</p>	<p>Map of two ways to escape home in case of fire Class discussion and watch video Locate and color the United States on a map of the earth Color the land green and the oceans blue on a map of the world. Make a booklet of home county, state, and country. Listen to stories about Christopher Columbus</p>	<p>Teacher observation of skills</p>	<p>C P 1.2 Describe consequences of not having rules.</p> <p>G 3.1 Identify locations of significance in their immediate environment. I 1.3 Organize information to make and interpret simple maps of their local surroundings.</p> <p>H 2.1 Identify who was involved, what happened and where it happened in stories about the past.</p>

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November	<p>What groups do we belong to?</p> <p>Who were the Native Americans?</p> <p>Who were the pilgrims and why did they come to this land? What was a day like for a pilgrim child?</p>	<p>We Belong Voting Rules Law</p> <p>Native Americans</p> <p>Pilgrims</p>	<p>Vocabulary: popular, sovereignty, family, group, vote, citizen, president, consequences</p>	<p>Vote for classroom activity Draw a picture of three groups Illustrate or write a rule for a problem in the school environment. T chart containing the positive and negative consequences related to following or not following a rule. Tell the difference between a rule and a law. Listen to stories about native Americans. Listen to stories about pilgrims. Write a sentence telling two chores of a pilgrim girl Write a sentence telling two chores of a pilgrim boy</p>	<p>Teacher Observation of skills</p>	<p>C P 4.1 Identify rules at school and in the community and consider consequences for breaking rules. C P 4.2 Describe fair ways for groups to make decisions.</p> <p>H 2.1 Identify who was involved, what happened and where it happened in stories about the past.</p>

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December	What are the core democratic values? How do core democratic values relate to our lives at school?	Core Democratic Values	Vocabulary: common good, patriotism, liberty, equality, diversity, pursuit of happiness, justice, life, truth, rule of law	Tell the CDVs ignore in the story Rudolph. Tell the CDV that is being followed. Brainstorm the CDVs that Rudolph had.	Teacher observation of skills	C P 2.1 Identify aspects life at school and in the community that illustrate justice and freedom. CP 3.1 Explain how conflicts at school or in the community might be resolved in ways that are consistent with core democratic values.
January	What are jobs? How do we spend our money?	People at Work	Vocabulary: careers, jobs, goods, service, work place, volunteer	Tell what jobs parents have and indicate if it is a good or service job Name volunteers that work at our school	Teacher observation of skills	E 1. Identify ways families produce and consume goods and services.
		Spending our money	needs, shelter, wants	Draw a picture of four needs and one want. Vote on how to spend fundraiser money. Read a picture graph of money.		E 3.2 Identify the goods and services their school provides and the people who provide them.

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February	<p>What African Americans helped to shape our country and how?</p> <p>Who was the first president of the United States? What did President Lincoln do to help the slaves?</p>	<p>Black History, underground railroad, Harriet Tubman, Sarah Breedlove Walker, Ruby Bridges, Duke Ellington, George Washington Carver, Dr. Martin Luther King Jr.</p> <p>George Washington</p> <p>Abraham Lincoln</p>	<p>Vocabulary: slavery freedom, resist, segregation, civil rights</p>	<p>Listen to stories about famous black Americans. Perform short plays based on famous black Americans.</p> <p>Listen to stories of George Washington.</p> <p>Listen to stories of Abraham Lincoln</p>	<p>Teacher observation Make a reward for Harriet Tubman. Make a story map of Sarah Breedlove Walkers life. Draw three things that George Washington did with peanuts. Make a flip book of the story of Ruby Bridges. Do an I have a dream sentence.</p>	<p>H 2.1 Identify who was involved, what happened and where it happened in stories about the past.</p>

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March	<p>What are landforms?</p> <p>What are Natural Resources?</p> <p>What are the cardinal directions?</p> <p>What are careers?</p>	<p>Our World</p> <p>Using and Caring for our Natural Resources</p> <p>Careers</p>	<p>Vocabulary: plain, hill, mountain, lake, river, ocean,</p> <p>Natural Resources</p> <p>Map Key North, South, East, West Compass Rose</p>	<p>Use clay to make a model of a plain, mountain, hill, river and lake. Given a map color North America green and the oceans blue. Make a poster of Natural Resources.</p> <p>Construct Land Forms Book</p> <p>Use directions North, South, East and West to complete worksheets.</p> <p>Draw a picture of a career and tell why it is of interest</p>	<p>Teacher observation of skills</p> <p>Land Forms Book</p>	<p>G 1.2 Describe the natural characteristics of places and explain some basic causes for those characteristics.</p> <p>G 2.2 Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.</p> <p>G 2.3 Suggest ways that people can help improve their environment.</p> <p>E 1.2 List ways that individuals can conserve limited resources.</p> <p>G 3.1 Identify locations of significance in their immediate environment.</p> <p>E 1. Identify ways families produce and consume goods and services.</p>

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April	What is History? What is the history of our country?	Learning About the Past A Place Called Santa Fe A Country of Many People	Vocabulary: history, settler, settlement, time line	Read a timeline and answer questions. Draw a time line of our school day Draw a time line of your life Listen to stories about the past	Teacher observation of skills	H 2.1 Identify who was involved, what happened and where it happened in stories about the past. H 1.4 Place events of their lives and the lives of others in chronological order.
May	What holidays do we celebrate for our country? What symbols do we use for our country? What is one way to show patriotism?	Americans Celebrate Holidays Presidents Day Fourth of July Memorial Day Thanksgiving Veterans Day Patriotism Flag Eagle liberty bell statue of liberty white house	Vocabulary holiday, celebrate	Draw a picture of one holiday celebrated by our country Patriotic Assembly	Teacher observation of skills	C P 2.1 Identify aspects of life at school and in the community that illustrate justice and freedom. C P 2.1 Identify aspects of life at school and in the community that illustrate justice and freedom

