

Social Studies

1st Grade Social Studies Standard 1.1

1.History.1.1 Describe patterns and chronological order of events of the recent past.

<p>Essential Questions - 21st Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. How can a time line be helpful when arranging life events? 2. Why is it important to know the order of events? 3. What are the components of a calendar? 4. How do calendars help us keep track of events in the past and present? 5. How are current patterns similar to and different from those experienced by people who lived in a community in the past? 	<p>Evidence Outcomes:</p> <ol style="list-style-type: none"> a. Arrange life events in chronological order. b. Identify the components of a calendar, to include but not be limited to days of the week, months, and notable events. c. Identify past events using a calendar. d. Use words related to time, sequence, and change.
<p>Academic Vocabulary:</p> <p>calendar change chronological order chronology component current event first history last life event month next notable event order of event pattern recent past sequence sequential order then time trend week</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Evaluate student ability to use the class-created timeline as a tool for understanding the concept of chronological order. 2. Use the Sequencing Writing Rubric attached or create your own rubric to assess the use of transition words to indicate chronological order. 3. Evaluate the biographical unit for correct placement of events in chronological order. 4. Create a rubric (or use one from below) to evaluate the displayed timelines. 5. Observe students for participation in the hands-on Olden Days activities. 6. Assess graphic organizer for completion. 7. Display timelines and create a rubric to evaluate them with or use one attached below. 8. Assess students for accurate use of the flow chart to depict events in chronological order.

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	Sequence of Events Writing Rubric Timeline Rubric 1 Timeline Rubric 2
<p>Suggested Activities/Strategies:</p> <ol style="list-style-type: none"> 1. Take pictures of monthly events throughout the year. Create and display a class timeline to demonstrate how a timeline is a helpful tool for chronological placement of events. (Timeline Example) Keep a class journal or individual student journals of each new event or activity posted. 2. Introduce sequencing vocabulary and the importance of tracking chronological events with organizational tools (calendar, timeline, etc.) using the Calendar Sequencing Lesson below. 3. Integrate literature and history through this biographical unit about the life of Sacagawea, and place the events related in chronological order. (This unit could be adapted to any historical biography.) 4. Create individual timelines of each student's life and allow them to share with the rest of the class. 5. Integrate Language Arts and History with this hands-on lesson. 6. Demonstrate a variety of past, present, and future events using the graphic organizer on pp. 109-111 from the Book of Graphic Organizers. 7. Create a personal timeline by placing a picture/drawing of each student from the past and present, and a drawing of what they think they will look like in the future or what job they want in the future. 	<p>Resources/Technology:</p> <p>Hands-on Sequencing Activities</p> <p>Timeline Creator Website</p> <p>Ideas for Using and Creating Individual Timelines</p> <p>Months of the Year Calendar Song</p> <p>Rap Days of the Week Video</p> <p>Social Studies Data Base</p> <p>First Grade Social Studies Lessons</p> <p>Blank Flow Chart Top to Bottom</p> <p>Blank Timeline Left to Right</p> <p>Blank Timeline Top to Bottom</p> <p>Left to Right Flowchart with Writing Space</p> <p>Beginning Middle End Flow Chart Top to Bottom</p> <p>Sequence Chart Top to Bottom</p> <p>Variety of Map Skill Rubrics</p>

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8. Use the attached flow chart to record the chronological events of an historical event or historical fiction story. (See Resources for different timeline templates.)

[Calendar Sequencing Unit](#)

[Biographical Unit - Sacagawea](#)

[Individual Timeline Template - 6yrs](#)

[Individual Timeline Template - 7yr](#)

[Book of Graphic Organizers](#)

[My Past, Present and Future Graphic Organizer](#)

[Flow Chart- First, Next, Last](#)

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[1.History.1.2](#) Family and cultural traditions in the United States in the past.

<p>Essential Questions - 21st Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. What are family and cultural traditions? 2. How have family traditions changed over time? 3. How are cultures different? 4. How can individuals make a difference in their community? Who are some of these important individuals in our community and what were their contributions? 5. What are some national symbols of the United States and what is their importance? 	<p>Evidence Outcomes:</p> <ol style="list-style-type: none"> a. Identify similarities and differences between themselves and others. b. Discuss common and unique characteristics of different cultures using multiple sources of information. c. Identify famous Americans from the past who have shown courageous leadership. d. Identify and explain the meaning of American national symbols. Symbols should include but not be limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House.
<p>Academic Vocabulary:</p> <p>American flag American bald eagle Capitol characteristic chronological compare contrast courageous leadership cultural tradition difference family tradition famous symbol national symbol past pattern sequence of events similarities similarity society source Statue of Liberty tradition trend Uncle Sam</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Use the Family Tree Checklist to evaluate understanding at the conclusion of the Family Genealogy lesson. 2. Use assessments included in Social Unit about family and school. 3. Evaluation suggestions are included after each daily activity throughout the Individual and Family Comparisons unit. 4. Assessments are included at the end of each lesson in the Cultures around the World unit. 5. Use the rubric enclosed in the An American Hero unit to evaluate listening and participation skills. 6. Use the assessment included in the the Martin Luther King unit to assess comprehension. 7. Listen and informally assess as students share their journal entries after watching the Martin Luther King Jr. video.

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<p>United States White House</p>	<p>8. Examine drawings and sentences for accuracy of information.</p> <p>9. Solidify the understanding of the on-line story about the life of Abraham Lincoln by asking follow-up questions at the conclusion.</p> <p>10. Listen and informally assess as students share a fact they learned with their partner.</p> <p>11. Assessments are included after each lesson throughout the Ruby Bridges literature unit.</p> <p>12. Evaluate student understanding through their drawings in the Blue Sky Activity.</p> <p>13. Check for correct identification of national symbols using the National Symbols PowerPoint attached.</p> <p>14. Evaluate students' ability to identify national landmarks and symbols using the worksheet attached.</p> <p>National Symbols Recognition Symbols and Landmarks</p>
<p>Suggested Activities/Strategies:</p> <p>1. Encourage investigation of vocabulary and information associated with discovery of a student's individual family tree through this Family Genealogy lesson. Allow students to research their own family history using the Family Genealogy Worksheet attached.</p> <p>2. Introduce important concepts such as rules, responsibilities, basic needs, wants, change and diversity through this Social Unit about Family and School.</p> <p>3. Use this week-long unit of literature-based family culture activities: Individual and Family Comparisons.</p>	<p>Resources/Technology:</p> <p>National Symbols Coloring Sheets and Word Puzzles</p> <p>Social Studies Database of Lessons</p> <p>First Grade Social Studies Lessons</p> <p>Resource for Connecting Past Traditions to Present Traditions</p>

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4. Compare and contrast the similarities and differences between cultures using the Cultures Around the World literature-based [unit](#).
5. Use the two-day unit entitled [An American Hero](#) to teach students about the courage and leadership of Harriet Tubman, as well as to expose students to the African American culture.
6. Introduce students to American's who made a difference with this [Martin Luther King Unit](#).
7. Watch this Martin Luther King Jr. [informational video](#) and have students journal about what they learned.
8. Watch this [Abraham Lincoln video](#) to learn interesting facts about this historical character. Have students draw a picture and write a sentence about what they learned from the Abraham Lincoln video.
9. Listen to the on-line book [The Path of a President](#) about the life of Abraham Lincoln.
10. Use this [George Washington video](#) to review facts about him as an historical figure. Have collaborative pairs tell each other one fact learned about George Washington.
11. Investigate the courageous leadership of Americans in the 1960s through an historical fiction unit based on the book [Ruby Bridges](#).
12. Encourage students to identify and respond to community needs with the Blue Sky Activity.
13. Introduce National Symbols using one of the PowerPoints attached.

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14. Use the [National Symbols and Landmarks Unit](#) to do a comprehensive exploration of America's famous symbols and landmarks.

[Family Genealogy Worksheet](#)

[Social Unit on Family and School](#)

[Blue Sky Activity](#)

[National Symbols Introduction](#)

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1.Geography.2.1 Geographic tools such as maps and globes represent places.

<p>Essential Questions - 21st Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. How would an individual describe how to get somewhere without an address? 2. How do we use geographic tools to help locate cities, states, and countries? 3. What words could be used to give directions? 4. How could a flat map truly represent a round globe? 5. Why do people not carry globes to help find their way? 	<p>Evidence Outcomes:</p> <ol style="list-style-type: none"> a. Explain that maps and globes are different representations of Earth. b. Use cardinal directions to tell about location. c. Use terms related to directions (forward and backward, left and right) and distance (near and far) when describing locations. d. Recite address including city, state, and country and explain how those labels help find places on a map. e. Distinguish between land and water on a map or globe. f. Create simple maps showing both human and natural features.
<p>Academic Vocabulary:</p> <p>compass rose east far geographic tool globe human feature label left/right mail map natural feature near place state north south west</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Evaluate completion of the sentence starters as students compare how models are alike and different from their real-world representation. 2. Use the Mastery Checklist (Appendix I) in Getting to Know My World attachment to evaluate mastery of map and globe skills. 3. Assessments are at the end of each lesson in the Map Skills Lesson Plans for daily formative and informative evaluation purposes. 4. Evaluate each student's world map for general accuracy. 5. Assess students on their ability to enter their address on a form and write complete directions from one address to another. 6. At the conclusion of Using the Language of Location lesson, have students orally describe

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places on the map of their classroom and assess as they use the sketched map to answer questions with the terms: inside, next to, between, near, and far. Make a list of student statements using language of location and display it with the classroom map.

7. Evaluate student maps of their house on their street.

8. Use this [blank rubric template](#) or [create your own rubric](#) to evaluate student maps.

9. Observe to make sure students write their address correctly and listen as they recite it.

10. Evaluate student understanding of map directions using the Directional Skills Assessment 1.

11. Evaluate student understanding of map directions using Directional Skills Assessment 2.

12. Observe as students listen to the interactive tutorial and then evaluate as they apply the concepts correctly using the maps.

13. Observe and listen as students participate in singing the Continents song and then assess as each student recites the seven continents.

14. Evaluate the world replicas for accurate placement.

15. Evaluate each Create a Community project for completion.

16. Use this already-made [poster rubric](#) or create your own [rubric](#) to assess the student posters.

17. Use the attached Landform Worksheet to assess each student's ability to identify different landforms.

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	<p>Getting to Know My World Directional Skills Assessment 1 Directional Skills Assessment 2 Landform Worksheet</p>
<p>Suggested Activities/Strategies:</p> <ol style="list-style-type: none"> 1. Understand the concept that a model, such as a globe and map, represents something real with this National Geographic lesson, Exploring Maps and Models. 2. Use the lessons in Getting to Know My World to explore the differences in maps and globes, and how they are used for spacial representation of oceans and land masses. 3. Bring a map to life with the My World Lesson Plan as students create individualized world maps of where they live. 4. Use this ten-day unit of Map Skills lesson plans to teach map symbols, directional symbols, maps, globes, and the United States capitols through hands-on activities. 5. Teach students to pinpoint their home address and to get directions to and from school using Google maps through this lesson: On the Street Where You Live: Online Mapping. 6. Investigate what words or phrases indicate the location of objects without using map directional words through this hands-on activity, Using the Language of Location from National Geographic. 7. Explore cardinal directions through What do Cardinal Directions Tell You About Location? lesson. 	<p>Resources/Technology:</p> <p>Cardinal Directions Song Video</p> <p>How Do I Read a Map Animation</p> <p>Continents Song Video</p> <p>Variety of Printable Maps</p> <p>Resource Information about Different Bodies of Water</p> <p>Core Knowledge CO Lesson Bank</p> <p>Social Studies Data Base of Lessons</p> <p>First Grade Social Studies Lessons</p> <p>Social Studies Lessons</p> <p>Variety of Map Skill Rubrics</p>

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8. Read the book, Me on the Map or watch a [video](#) of the book being read. Have students create individual maps of their house on their street.

9. Using construction paper, have students make a replica of their house on one side of a large piece of paper and draw a diagram of the inside of their room on the corresponding side.

10. Using a cut-out of a house, have students write their addresses on the house as a prompt for daily study and ultimate memorization.

11. Introduce the purpose of maps, basic map directions, and how to read a map with this [video](#).

12. Introduce map symbols with this [interactive tutorial](#).

13. Introduce the continents through a variety of familiar tunes by learning these [songs](#).

14. Use a blue plate to replicate a world and using the Continents attachment, create individual replicas of the world by gluing the continents and oceans in the appropriate places on the plate.

15. Use the Community Map Activity Example to create a community and show how each student's house fits into the world. Use as a means of introducing students to their address.

16. Discover the natural and cultural characteristics of a location with this hands-on lesson and poster project, [Exploring the Characteristics of Places](#).

17. Create a class project replica of different landforms, adding one landform at a time, after introduction of each. Watch the YouTube

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[video explanation](#) for more information.

[Continents](#)

[Getting to Know My World](#)

[Maps and Skills Lesson Plans](#)

[Community Map Activity Example](#)

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[1.Geography.2.2](#) People in different groups and communities interact with each other and with the environment.

<p>Essential Questions - 21st Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. How are places like communities similar to and different from where you live? 2. How do people celebrate traditions? 3. What celebration or tradition would you create? 4. How do people use resources in the local community? 5. How do individuals in the community use the environment? 	<p>Evidence Outcomes:</p> <ol style="list-style-type: none"> a. Identify examples of boundaries that affect family and friends. b. Give examples of how people use and interrelate with Earth’s resources. c. Identify how community activities differ due to physical and cultural characteristics. d. Give examples of how schools and neighborhoods in different places are alike and different. e. Identify cultural and family traditions and their connections to other groups and the environment.
<p>Academic Vocabulary:</p> <p>boundaries boundary boundary line celebrate communities community consequence cultural resources cultural tradition Earth's resources environment environmental interactions family tradition group human interactions interact key neighborhood physical resources property resources social interactions tradition</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Evaluate each student's Community Map for completion. 2. Create your own rubric to assess the map projects from the People and Places Around Us unit or use one of the map rubrics in the attachment. 3. Assessments are included in the Water, Water Everywhere lesson. 4. Observe for student success as they participate and explore Recycle City, an interactive natural resources site. 5. Evaluate the completion of each Geography Center activity as explained in the lesson. 6. Observe and informally assess as students participate in the Internet Assessment sorting activity included in the Communities - What They Provide for Us lesson. Redirect if needed.

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	<p>7. Use the attached Similarities and Differences Assessment to evaluate students' abilities to distinguish between different schools and neighborhoods.</p> <p>8. Monitor and assess student progress while they role play good listening and speaking skills.</p> <p>9. Evaluate completed Family Traditions activities using the attached rubric.</p> <p>10. Evaluate the Family Mini-Unit with the completion of the Family Tree included in the unit.</p> <p>Variety of Map Skill Rubrics Similarities and Differences Assessment Family Traditions Rubric</p>
<p>Suggested Activities/Strategies:</p> <p>1. Explore what is important to a community through the Mapping Your Community activity.</p> <p>2. Explore what makes each community special with The People and Places Around Us.</p> <p>3. Discover how people use Earth's natural resources with the activities included in Water, Water Everywhere.</p> <p>4. Discover ways to recycle and save Earth's natural resources at the interactive site Recycle City.</p> <p>5. Investigate and compare student's hometowns and other cities through these Geography Centers.</p>	<p>Resources/Technology:</p> <p>Resources for Holidays and Traditions Around the World</p> <p>Environmental Education Sites</p> <p>Recycling Resources</p> <p>Livebinder with Civics Resources</p> <p>Social Studies Data Base</p> <p>First Grade Social Studies Lessons</p> <p>Social Studies Lessons</p> <p>Civics Lesson Bank</p> <p>National Council for Social Studies Online Library</p>

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6. Teach students to recognize their roles in the school and in their neighborhoods with this complete lesson, [Communities - What They Provide for Us](#).

7. Identify and record similarities and differences within the school and neighborhood communities through the *These are Things in My Community* lesson.

8. Use [Doing Our Jobs](#) to teach the importance of rules to be followed or jobs to be done in the classroom, and how to listen and speak to others.

9. Recognize [family traditions](#) and understand why they are important.

10. Discover what a family is, differences in families, traditions, cultures, changes, and similarities with this [Family Mini-Unit](#).

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1st Grade Social Studies Standard 3.1

[1.Economics.3.1](#) People work at different types of jobs and in different types of organizations to produce goods and services and receive an income.

<p>Essential Questions - 21st Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. What is the difference between a good and a service? 2. What kinds of jobs do people that you know perform? 3. Where do they go to do those jobs? 4. Why do people choose different jobs? 5. What do workers receive for their work? 6. What types of businesses are in the community? 7. What is the difference between income and money? 	<p>Evidence Outcomes:</p> <ol style="list-style-type: none"> a. Give examples of different types of business and the goods and services they produce for the community. b. Give examples of types of jobs people in your family have. c. Recognize that people have a choice about what kinds of jobs they do.
<p>Academic Vocabulary:</p> <p>business career community economics education family goods income interest job money organization service skill</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Assess student answers to the comprehension questions after reading the passage on the Goods and Services Worksheet. 2. Observe during the interactive game for correct responses and differentiation between goods and services. 3. Observe as students move the pictures to the correct category of either a good or a service on the interactive Venn Diagram under the Assessment section of the lesson. 4. Observe for student participation. 5. Use assessment suggestions at the conclusion of the Family Responsibilities unit. 6. Informally assess as students sort community helpers onto a T-Chart as providing a good versus a service. 7. Assess written responses for recognition of jobs that would benefit a community.

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	<p>8. Observe and informally assess as students explore the tasks in the interactive Piggy Bank activity.</p> <p>9. Use the quiz included in Earning Money Student Activities attachment to assess student ability to distinguish between activities that are just for fun and those for which they could be paid.</p>
<p>Suggested Activities/Strategies:</p> <ol style="list-style-type: none"> 1. Introduce students to the concepts of goods and services through the attached worksheet. 2. Play this interactive game to reinforce the difference between goods and services. 3. Explore the services of community helpers through the lesson Community Helpers Are at Your Service. 4. Using a form of the game Twister, students learn about jobs, job choices, and job responsibilities. 5. Investigate jobs families have to do around the house using the Family Responsibilities Unit. 6. Explore jobs in the community that offer a service. 7. Use this literature-based lesson to identify jobs necessary to a community. Have students write about a job that they would like to do one day and how that job would be beneficial to the community. 8. Explain that jobs are a source of income and discover the role of banks in the community through this Piggy Bank lesson. 	<p>Resources/Technology:</p> <p>BrainPop Ideas on Goods and Services</p> <p>Resources and Activities about Careers</p> <p>Basic Economics Resource</p> <p>Civics and Government Livebinder</p> <p>Leadership Livebinder</p> <p>Core Knowledge CO Lesson Bank</p> <p>Social Studies Data Base</p> <p>First Grade Social Studies Lessons</p> <p>Social Studies Lessons</p>

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9. Explore the concept of earning money through the student activities and worksheets included in Earning Money Student Activities attachment.

[Goods and Services Worksheet](#)

[Earning Money Student Activities](#)

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[1.Economics.3.2](#) Identify short-term financial goals (PFL).

<p>Essential Questions - 21st Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. How does an individual earn money to meet a goal? 2. What is a short-term financial goal? 3. How does an individual set a good short-term goal? 4. Why is personal financial goal setting important? 5. What are some sources of income that would help you meet your short-term goals? 6. Why do people donate to charity? 	<p>Evidence Outcomes:</p> <ol style="list-style-type: none"> a. Define a short-term financial goal. b. Identify examples of short-term financial goals. c. Discuss sources of income needed to meet short-term goals (e.g., gifts, borrowing, allowances, and income.)
<p>Academic Vocabulary:</p> <p>accountability allowance borrowing charity donation earn expense financial goal future gift income money philanthropic short-term source of income</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Observe and assess student ability to distinguish between pictures of people working and those not working through the interactive activity located in the assessment section of the lesson. 2. Assess student understanding of short-term goals with the ABCs of Saving Evaluation attachment. 3. Assessments are included in the Saving Money lesson plan. 4. Use Spending Money Worksheet included in the JOBS lesson for evaluation. 5. Assess individual students as they explain their drawings from the PB & J worksheet, identifying the productive resources they selected for making a peanut butter and jelly sandwich. 6. Use the written assessment included in the Bunny Money lesson plan to determine student understanding of the need for making short-term and long-term saving goals. <p>ABCs of Saving Evaluation</p>

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Suggested Activities/Strategies:

1. Recognize that [Working Hard for a Living](#) helps people earn money and helps them achieve their financial goals.
2. Teach students the steps to saving money, help them set short-term goals, and develop a plan to achieve that goal through the [The ABCs of Saving lesson](#).
3. Incorporate math, literature, and social studies standards using the Saving Money Lesson to teach the value of saving money for achieving financial goals. (*Saving Money attachment is very large and may take a few minutes to open.)
4. Share the book *Bear About Town*, by Stella Blackstone, to teach about productive resources and use the Jobs lesson to teach that jobs in the community help individuals earn money to achieve short-term goals.
5. Use the attached Work lesson and share the book *Charlie Needs a Cloak*, by Tomie dePaola, to learn about productive resources, labor, and income.
6. Use the Bunny Money story and lesson to introduce students to short-term and long-term savings goals. After a goal-sorting activity, students choose and illustrate their own savings goals.

[Saving Money](#)

[Jobs](#)

[Work](#)

[Bunny Money Lesson Plan](#)

Resources/Technology:

[Short-term and Long-term Goal Information](#)

[Short-term and Long-term Goal Setting](#)

[Economic Lesson Plan Bank for First Graders](#)

[Basic Economics Resource](#)

[Civics and Government Livebinder](#)

[Leadership Livebinder](#)

[Core Knowledge CO Lesson Bank](#)

[Social Studies Data Base](#)

[First Grade Social Studies Lessons](#)

[Social Studies Lessons](#)

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1st Grade Social Studies Standard 4.1

1.Civics.4.1 Effective groups have responsible leaders and team members.

<p>Essential Questions - 21st Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. What does it mean to be responsible? 2. How do you know if you are a responsible team member? 3. How do you know if you are a responsible leader? 4. What qualities make a responsible leader and can they change? 5. How do you know when you are working with an effective team? 	<p>Evidence Outcomes:</p> <ol style="list-style-type: none"> a. Describe the characteristics of responsible leaders. b. Identify the attributes of a responsible team member. c. Demonstrate the ability to be both a leader and team member.
<p>Academic Vocabulary:</p> <p>attribute change characteristic collective goal collaborate community member investigate listen plan problem solve responsible leader responsible team member responsibilities responsibility right role save team</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Monitor discussions for understanding of the characteristics of a responsible person. 2. Use the Self-Assessment Rubric on p. 8 of the Ten Minute Leadership Lessons. 3. Assess with the Writing Rubric attached or create your own rubric. 4. Use the class created chart to evaluate the appropriateness of students' social characteristics. 5. Observe, informally assess, and reinforce proper team building behaviors as students play the games. 6. Use the attached Self-reflection for students to evaluate their personal performance as a responsible class member after completing the job they were assigned during the Doing Our Jobs lesson. <p>Self-reflection Ten Minute Leadership Lessons Writing Rubric</p>
<p>Suggested Activities/Strategies (District):</p>	<p>Resources/Technology (District):</p>

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1. Engage students in thinking about responsibility. Use the attachment to access a variety of activities on responsibility.

2. Help students to understand, internalize, and utilize a wide array of important leadership concepts, skills, and ideas with Ten Minute Leadership Lessons.

3. Discuss what makes a good leader and identify the characteristics of leadership by researching the lives of great American leaders with this [lesson](#), culminating with a one-page analysis and a reflection essay about someone that they consider a leader in their life.

4. Discuss and introduce team building behaviors with the [Stringing Good Teams Together](#) lesson. Make a "Great Classmate" chart and write down characteristics of what a great classmate "Is", "Does", "Says", and "Is Not" to display as a reminder of correct social characteristics.

5. Promote team building behaviors with any of the Team Building Games attached.

6. Use [Doing Our Jobs](#) to teach the importance of rules to be followed or jobs to be done in the classroom, and how to listen and speak to others.

[What Is Responsibility?](#)

[Ten Minute Leadership Lessons](#)

[Team Building Games](#)

[Civic Responsibility and Diversity Lesson Plan Bank](#)

[Leadership Livebinder](#)

[Core Knowledge CO Lesson Bank](#)

[Social Studies Data Base](#)

[First Grade Social Studies Lessons](#)

[Social Studies Lessons](#)

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1st Grade Social Studies Standard 4.2

1.Civics.4.2 Notable people, places, holidays and patriotic symbols.

<p>Essential Questions - 21st Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. Why do we have national, community, and local celebrations and holidays? 2. Who were important people in the development of our country? Who are the important people now in the development of our country? 3. How are new national symbols, songs, or holidays created? 4. What are some places that are significant to the history of the United States? 5. What are the significant civic holidays celebrated in the United States? 6. What does the American flag look like? What does the Colorado flag look like? 	<p>Evidence Outcomes:</p> <ol style="list-style-type: none"> a. Give examples of notable leaders and different community leaders to include but not limited be to the president, mayor, governor, and law enforcement. b. Give examples of various patriotic symbols to include but not be limited to the flag, bald eagle, Uncle Sam, and the national anthem. c. Identify significant places in the United States to include but not be limited to the Statue of Liberty, Capitol, White House, and important community sites. d. Identify significant civic holidays. e. Identify the American flag and the Colorado flag.
<p>Academic Vocabulary:</p> <p>American flag civic holiday communities community community leader community member governor law enforcement mayor national holiday national song notable leader patriotic song patriotic symbol president</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Assess identification of national symbols with this interactive activity. 2. Ask follow-up questions about the job of the President after listening to the on-line book. 3. Use this US Symbols Matching Game to assess student ability to recognize national symbols. 4. Use the culminating activity and rubric attached to the lesson in order to assess knowledge of symbols and the president paragraph. 5. Use classroom symbols quilt to assess student's ability to identify important landmarks and symbols and recall their significance. 6. Listen and informally assess as students answer the culminating questions at the conclusion of the lesson.

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	<p>7. Informally assess as students explain their drawing of a landmark for the class quilt.</p> <p>8. Listen and evaluate accuracy as students recite the Pledge of Allegiance.</p> <p>9. Use the America, the Beautiful checklist in Appendix M enclosed in the Patriotic Program to evaluate.</p> <p>Symbols of Freedom</p>
<p>Suggested Activities/Strategies (District):</p> <ol style="list-style-type: none"> 1. Use this comprehensive unit to study famous Americans and their notable contributions to the development of our country. 2. Meet the President of the United States and learn about the responsibilities of his office with this on-line picture book. 3. Use this comprehensive unit to introduce what symbols are, as well as to take an in-depth look at the American Flag, Liberty Bell, National Anthem, Statue of Liberty, White House, Mt. Rushmore, and the United States Capitol. 4. Use the Symbols of Freedom, a six-day unit attached below, to teach about the Liberty Bell, the American flag, the current President, and the Bald Eagle. 5. Explore the United States Capitol with A Landmark Lesson. 6. Use this lesson plan to introduce a variety of landmarks. 7. Investigate national symbols and create a classroom quilt. 	<p>Resources/Technology (District):</p> <p>Lesson Planet Social Studies Bank</p> <p>Constitution Resources</p> <p>The Constitution Game</p> <p>Civics Lesson Bank</p> <p>National Symbols Printables</p> <p>Picture Map View of Statue of Liberty</p> <p>Historical Stages of the American Flag</p> <p>Activities and Resources for Historical Symbols</p> <p>US Government Website for Kids</p> <p>US Presidents- Lists and Information</p> <p>Government List and Explanation of Civic Holidays</p> <p>Colorado State Flag Coloring Page</p> <p>US Flag Coloring Page</p> <p>US flag Historical Information</p> <p>Preamble to the Constitution Schoolhouse</p>

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8. Use [Personal Patriots](#) to take an in-depth look into the Pledge of Allegiance, as well as other national symbols.

9. Teach the meaning of patriotic songs through A Patriotic Program.

[Symbols of Freedom](#)

[A Patriotic Program](#)

[Rock Video](#)

[US Flag Day Resources](#)

[Fourth of July Resources](#)

[Labor Day Resources](#)

[Martin Luther King Jr. Resources](#)

[President's Day Resources](#)