

## First Grade Social Studies Alignment Record

GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
<b>HISTORY</b>				
<b>H2</b>	<b>Living and Working Together in Families and Schools - Use historical thinking to understand the past.</b>			
1 – H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	MCCC (Michigan Citizenship Collaborative Curriculum) Unit 1 Lesson 1 “All About Me” Unit 4 Lesson 1 “Thinking about Time: Past, Present, Future” “My World” Unit 5 Lesson 1	past, change, present, future	History Packet from Egbo 2008 Book: “When I Was Five” by Arthur Howard WS – Families Are Fun!, A Family Affair, A Picture of Me
1 – H2.0.2	Use a calendar to distinguish among days, weeks, and months.	MCCC – Unit 1 Lesson 4 “How Calendars Measure Time” Calendar lessons throughout the year	calendar, month	Book: “When This Box is Full” by Patricia Lillie
1 – H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	MCCC – Unit 2 Lesson 1 “How are Families Alike & Different” “My World” Unit 2 Lesson 2	family, group, history	Books: “When I Was Young in The Mountains” by Cynthia Rylant, “Birthday Presents” by Cynthia Rylant United Streaming Video: “Long Ago, Yesterday and Today” WS – Unit 1 – Families, Unit 2 – Families Work and Play Together, Fantastic Families, Family Framework, My Family Tree, Families Homework
1 – H2.0.4	Retell in sequence important ideas and details from stories about families or schools.	“My World” timelines Unit 5, pp. 148 – 149	first, then, next, last	Book: “Pablo’s Tree” by Pat Mora WS – Time for School
1 – H2.0.5	Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.	“My World” – Unit 5 Lesson 2 MCCC – Unit 4 Lesson 3 “Learning About the Past”	artifact, historical evidence	Teacher’s family history
1 – H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication	“My World” – Unit 5 Lesson 2 - 5 MCCC – Unit 4 Lesson 5 “Schools Have a Past”	history, school	Book: “A Different Way of Life” by “At School (Times Changes) by Lynnette Brent, “School Then and Now” by Robin Nelson WS – Families Long Ago and Today, Transportation

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				of Yesterday and Today
1 – H2.0.7	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents’ Day).	“My World” – Unit 6 Lessons 1 & 2	country, national holidays	Holiday books WS – Families and the First Thanksgiving, Ways We Celebrate and Remember, A Holiday Timeline, Historical Heroes, We Honor Dr King, I Celebrate President’s Day, Happy Birthday American!, We Give Thanks, The First Americans, Thank you, Inventors!, Timely Timelines, Thank you, Mr. President!
<b>GEOGRAPHY</b>				
<b>G1</b>	<b>The World in Spatial Terms - <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i></b>			
1 – G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.	“My World” – Unit 1 Lesson 4 Map Machine Software (Technology) MCCC – Unit 3 Lesson 2 “Exploring Maps and Globes”	above	Geography Packet from Egbo 2008 United Streaming: Beginning Maps, Models and Places Book: “As the Crow Flies” by Gail Hartman Mapquest or googleearth.com WS – Class Created School Map, A Trip to the Zoo, Classroom Construction, Map Matters, Classroom Symbols, Once Upon a Map
1 – G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).	“My World” Lessons 1 – 2 MCCC – Unit 3 Lesson 3 “Absolute Location: Addresses of Places”	street, address	Book: “Me on the Map” by Joan Sweeney WS – This is my Address, Where We Live, Work, and Play
1 – G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment	MCCC – Unit 3 Lesson 4 “Relative Location: Describing the Location of Places in Our School”	left, right, front, back	AIMS: Map Moves WS – Make Your Own Street Signs on Which Street? North, South, East,

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				& West, Welcome to the Neighborhood!, Where We Live, Work, and Play, Families Live in Neighborhoods, Schoolhouse, Shiver Me Maps, Home Sweet Home, There's No Place Like Home
1 – G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.	“My World” Unit 1 Lesson 5, Unit 4 Lesson 1	map key, globe, land mass. Body of water	Book: “Me on the Map” by Joan Sweeney, “As the Crow Flies” by Gail Hartman WS – What’s It Like?, Landforms Ahoy, US Geography Riddles, A Treasure of Maps & Globes, Land Ho!, Our Country’s Land & Water, Land & Water Chart
<b>G2</b>	<b>Places and Regions – Understand how regions are created from common physical and human characteristics.</b>			
1 – G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.	MCCC – Unit 3 Lesson 4 “Human and Physical Characteristics of Places”	human characteristics, physical characteristics, place	Picture cards of natural or human characteristics (student or teacher made)
1 – G2.0.2	Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).	MCCC – Unit 3 Lesson 3 “Relative Location: Describing the Location of Places in Our School”	region, boundary	School map
<b>G4</b>	<b>Human Systems – Understand how human activities help shape the Earth’s surface.</b>			
1 – G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	MCCC – Unit 1 Lesson 4 “How Are Families Alike and Different?”	alike, different, family, diversity	Student family photos “Families Thematic Unit” by Teacher Created Resources Book “Families or Families are Different”, “How My Family Lives in America” WS – On the Spot Community Coverage, Thanksgiving, Winter

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				Celebrations, Cinco de Mayo
<b>G5</b>	<b>Environment and Society – <i>Understand the effects of human-environment interactions.</i></b>			
1 – G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	MCCC – Unit 3 Lesson 6 “Changing Our Environment”	adapt	Books “The Great Kapok Tree”, “Mike Mulligan & His Steam Shovel” T chart
<b>CIVICS AND GOVERNMENT</b>				
<b>C1</b>	<b>Purposes of Government – <i>Explain why people create governments.</i></b>			
1 – C1.0.1	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	“My World” Unit 2 – Lesson 3 MCCC - Unit 5 Lesson 1 “A Good Citizen Follows Rules”	rule, law, citizen	Civics packet from Egbo 2008 Book “Know & Follow the Rules” Chart paper
1 – C1.0.2	Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	MCCC – Unit 5 Lesson 2 “A Good Citizen Respects Authority”	power, authority, bullying	Books “Oliver Button is a Sissy”, “King of the Playground”, “Recess Queen”
1 – C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	MCCC – Unit 5 Lesson 2 “A Good Citizen Respects Authority”	↓	↓
<b>C2</b>	<b>Values and Principles of American Democracy - <i>Understand values and principles of American constitutional democracy.</i></b>			
1 – C2.0.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e. g., majority rules).	“My World Unit 2 Lesson 4 & p. 56 – 59 MCCC – Unit 5 Lesson 3 “A Good Citizen is Fair”	conflict, justice, fairness	WS – Secret Ballot Box, Take a Vote
1 – C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).	“My World” Unit 6 Lesson 4 MCCC – Unit 5 Lesson 6 “A Good Citizen Honors the U.S.”	country, patriotism, symbols, United States of America	Books “This is Our Country”, “Flag”, “Welcome Books American Symbols” Music “This Land is Your Land” WS – Hooray for the USA, Symbols of the USA, Washington D.C., Our Capital, Let’s Get Patriotic, Our Flag, Patriotism, A Salute to US Symbols, All America, The American Flag, Positively Presidential

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<b>C5</b>	<b>Roles of the Citizen in American Democracy - <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating</i></b>			
1 – C5.0.1	Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the right of others, following rules, getting along with others).	“My World” Unit 2 Lesson 3, Unit 3 Lesson 1 MCCC – Unit 5 Lesson 4 “A Good Citizen is Responsible”	responsibility	3 column chart Book “Being Responsible” WS – Best Neighborhood Behavior, Know the Rules, Hear Ye! Hear Ye!
1 – C5.0.2	Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).	“My World” Unit 2 Lesson 4 MCCC – Unit 5 Lesson 3 “A Good Citizen I Responsible”	vote, citizen, respect	WS – Superhero Students, My Super Self, Building Character, Boning Up on Good Citizenship, Common Good, Hello, Good Neighbor!, Neighborhood Know-How!, Let’s Vote
<b>ECONOMICS</b>				
<b>E1</b>	<b>Market Economy - <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i></b>			
1 – E1.0.1	Distinguish between producers and consumers of goods and services.	“My World” Unit 3 Lesson 1 MCCC – Unit 2 Lesson 2 “Producers & Consumers”	goods, services	Economics packet from Egbo 2008 United Streaming “How our Economy Works” T – Chart Book “Little Nino’s Pizzeria” WS – Social Studies Test, Producers and Their Products, Producers and Consumers in the Community, Producers Sharp Consumers
1 – E1.0.2	Describe ways in which families consume goods and services.	MCCC – Unit 2 Lesson 2 “Producers & Consumers”	wants, shelters, needs, scarcity, choice	WS – Shopping for Good and Services, My Good & Services Mini Book, Who Helps?, Taking Take of the Community, It’s in Demand, All Around the Town
1 – E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice)	“My World” Unit 3 Lesson 1 MCCC – Unit 2 Lesson 1 “Needs & Wants”, Lesson 3 “Scarcity”, Lesson 4 “Choice”	money, trade	Book “ Bunny Money” United Streaming: “The Difference Between Needs

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		MCCC – Unit 2 Lesson 5 “Money”		and Wants”, “Alexander, Who Used to be Rich Last Sunday”, “If you Take a Mouse to School” WS – All in the Family, Families Have Needs and Wants, Families Make Choices, Hot on the Trail!, Just Not Enough, Why We Buy, Needs, Writing New Words, Down to Basics
1 – E1.0.4	Describe reasons why people voluntarily trade.	MCCC – Unit 2 Lesson 6 “Trade”	volunteer, trades, job	Book “Pig & Crow”
1 – E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, jobs).	“My World” Unit 3 Lesson 1 MCCC – Unit 2 Lesson 6 “Trade”	money	Book “Money, Money Honey Bunny”, “My Family at Work Series” WS – When I Grow Up
1 – E1.0.6	Describe how money simplifies trade.	“My World” Unit 3 Lesson 4 MCCC – Unit 2 Lesson 6 “Trade”		Money books WS – The World of Work, Spending Money
<b>PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT</b>				
<b>P3.1</b>	<b>Identifying and Analyzing Public Issues - <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i></b>			
1 – P3.1.1	Identify public issues in the school community.	MCCC Unit 5 Lesson 5 “A Good Citizen Helps to Resolve School Issues”	public issues	Roles and Responsibilities of Citizenship packet from Egbo 2008 Book: “King of the Playground”
1 – P3.1.2	Use graphic data to analyze information about a public issue in the school community.		data, graph, chart	Any Bullying book
1 – P3.1.3	Identify alternative resolutions to a public issue in the school community.		problem, solution	Money books
<b>P3.3</b>	<b>Persuasive Communication About a Public Issue - <i>Communicate a reasoned position on a public issue.</i></b>			
1 – P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.		communicate	
<b>P4.2</b>	<b>Citizen Involvement - <i>Act constructively to further the public good.</i></b>			
1 – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.			



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1 – P4.2.2	Participate in projects to help or inform others.			