

## Introduction

Welcome to *Unit One: Making Rules: Making Decisions*, the first of four instructional guides to support instruction of first grade social studies. Each guide is designed to show how to meet and exceed Maryland State Department of Education standards in a meaningful manner and allow time for individual teacher extension. The guides are *not* designed to be the “*end all and be all*” of social studies. As with all new curricula, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the content and instructional materials. Every guide is to be used to develop instruction during a single marking period. Pacing guidelines are included in each session.

Begin by reading the **Enduring Understandings** and **Essential Questions**. These items encapsulate the whole idea or **WHY** of the unit—Why as in “Why study this?” As you read through the guide, you will see that the unit sequentially builds the ideas expressed in the Enduring Understandings. Next, review the **What** on page IV, the indicators that build the MSDE Content Standards for this unit. The rest of the guide and what you do in the classroom is the **How**. The indicators that are specific to each session are restated at the beginning of each Lesson Sequence and session. In addition, on these pages you will find **Content Focus Statements** that define and clarify the standard.

*Unit Two: Geography: Changes in the Way We Live; Unit Three: Economics and Me; and Unit Four: Decisions in the Past: Telling About Ourselves* will follow a similar format.

## Why?

### Enduring Understandings

- Rules are established to promote safety, order, fairness, and privacy. Laws are rules developed by the government to protect individuals and guide group decision making.
- In order for rules and laws to be effective, each person has rights and responsibilities. Responsibilities to others must be part of making individual decisions.
- People of the past have made decisions that affect our rules today.

### Possible Essential Questions

1. How can rules promote personal responsibility and help the whole society?
2. Why are rules agreed upon and written down?
3. How can we solve a conflict?
4. How do American symbols and holidays promote democracy?

## *What?*

### MCPS CURRICULUM FRAMEWORK GRADE 1 UNIT 1

#### POLITICAL SYSTEMS

- explain how rules promote fairness, responsibility, and privacy in the school and community. (VSC Jan. 2006)
- describe why rules exist in the classroom, why they are agreed upon and written down, and how they are interpreted.
- describe rights and responsibilities of being a member of the classroom community.
- identify leadership positions in the school and community and recognize their authority in keeping students safe, following rules, and maintaining order. (VSC Jan. 2006)
- list examples of ways individuals can contribute to the well-being of the classroom.
- describe the contributions of people, past and present, such as George Washington, Abraham Lincoln, Martin Luther King, and the current president.
- identify the rights, responsibilities, and choices that students have in the family, school, and neighborhood. (VSC Jan. 2006)
- identify the purpose and process of voting in the classroom.
- identify and discuss the meaning of common symbols associated with the United States of America, such as the bald eagle, White House, and Statue of Liberty. (VSC Jan. 2006)

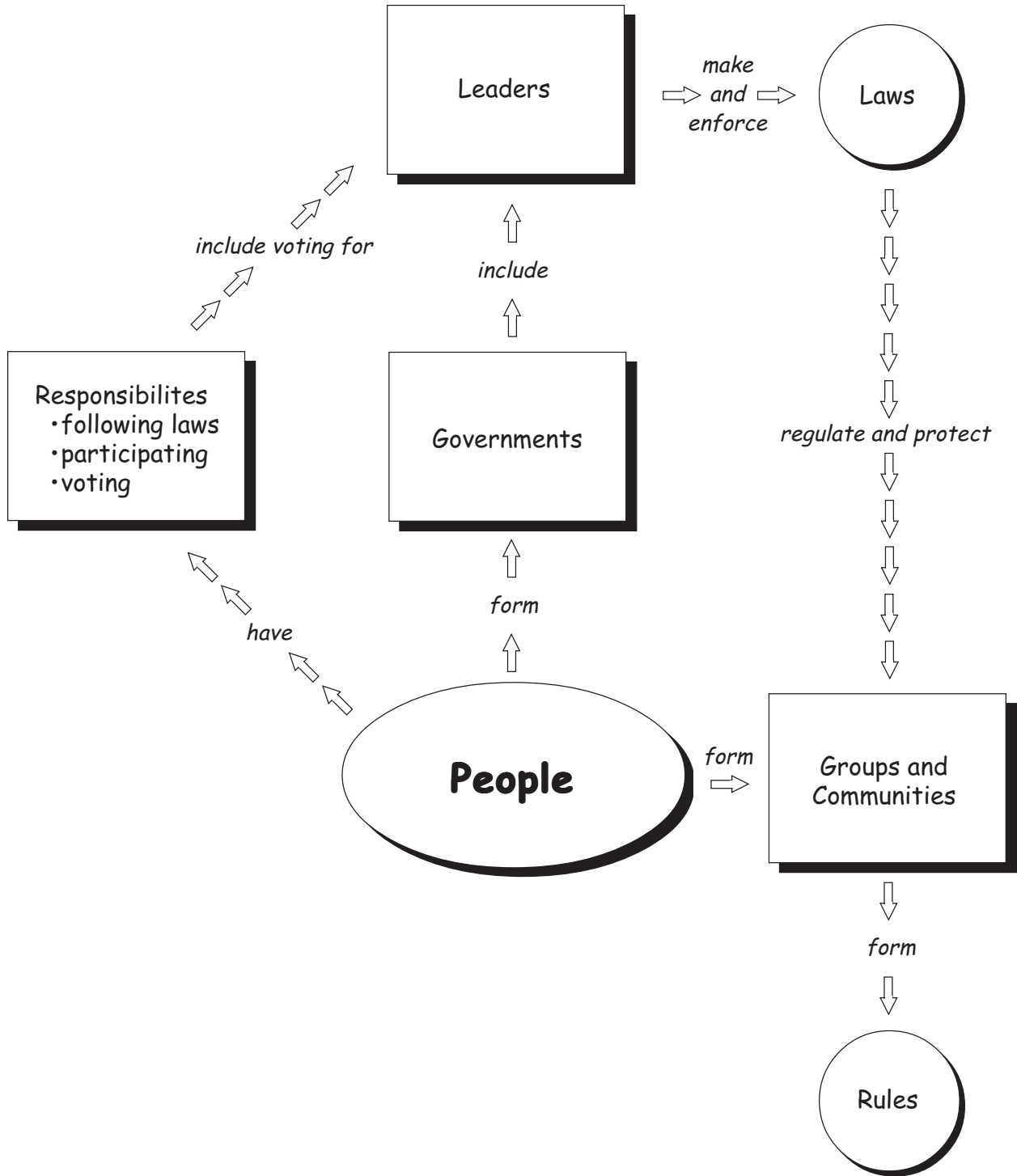
#### PEOPLE OF THE NATIONS AND WORLD

- identify conflicts between individuals or between groups and why they happen.
- describe, discuss, and demonstrate appropriate special skills necessary for working in a cooperative group. (VSC Jan. 2006)
- identify stories, poems, and songs that express fairness, respect, and helping others.

The Voluntary State Curriculum (VSC) in the field of social studies is under development and has not received state approval.

**Concept Map**

**FIRST GRADE – UNIT ONE • MAKING RULES: MAKING DECISIONS**



## ***Instructional Flow***

### **FIRST GRADE – UNIT ONE • MAKING RULES: MAKING DECISIONS**

#### **Pre-assessment**

What do students know about the relationship among citizens, laws, rules, and government? Students participate in a brainstorm and complete a paper-pencil assessment.

*Use to modify instruction for . . .*



#### **LS 1 We Need Rules**

Through the use of reading, role play, and a series of direct instruction sessions, students learn:

- the purpose of rules.
- a method of creating ground rules for the classroom.
- why rules are agreed upon and written down.
- ways to contribute to the well-being of the classroom.
- roles and responsibilities of students, teachers, and parents at school.
- specific skills to use in a work group.
- how to resolve a conflict.

*Rules are assessed by*



**Performance Assessment MCPS Recommended Common Task**

*Provides a foundation to understand . . .*



#### **LS 2 Making America a Better Place**

Students begin to develop a sense of history by learning about leaders of today and the past. They read texts, participate in classroom voting opportunities, and examine American symbols to learn:

- key leadership positions in the nation including the President, governor, and mayor.
- rights and responsibilities of citizens in a democratic society.
- the process of voting.
- symbols of the principles of democracy in the United States.