

# Grade One

## Families

### **SS1—Citizenship**

- Recognize symbols and leaders of the United States.

#### **Unit 6, Lesson 1: Holiday for Presidents, pp. 184-187**

Recognize that holidays are special days.

Identify George Washington and Abraham Lincoln as important U.S. Presidents.

Understand why Presidents' Day is celebrated.

#### **Activities:**

p. 184A: Make a Special Person Statue (Art)—Draw a picture of a special person. Cover milk cartons to make statues.

p. 184A: Read Aloud—(Reading)—Read aloud and discuss famous presidents

p. 187A: Signs of the Holidays (Language Arts)—Make signs listing occurrences that happen on national holidays.

p. 187A: Jump and Spell (Spelling)—Make spelling word cards. Spell while jumping rope.

p. 187A: Making Presidential Jewelry (Art)—Draw patriotic and holiday symbols on oak tag disks. String to make jewelry.

#### **Unit 6, Lesson 2: Special Day for Our Country, pp. 190-193**

Understand why people celebrate holidays.

Identify Independence Day, Columbus Day, Thanksgiving Day, and Martin Luther King Day as holidays.

#### **Activities:**

p. 190A: Have a Special Days Parade (Movement/Music)—Make banners of special days to hold while marching to music.

p. 193A: Make a Holiday History Time Line (Language Arts)—Create a time line of holiday history.

p. 193A: New Holiday, New Song (Music)—Propose and present a new holiday and song to celebrate it. Tell why it should be observed.

p. 193A: Count to a Favorite Day (Math)—Count the number of days to a special day using a calendar.

#### **Unit 6, Lesson 4: Symbols Say U.S.A! pp. 204-207**

Understand why symbols that represent the United States are important.

#### **Activities:**

p. 204A: Make a Friend Badge (Art)—Make badges to reinforce the concept of symbols.

p. 207A: Make U.S. Symbol Plates (Art)—Create national symbol plates.

p. 207A: Hunt For Symbols (Math)—List and chart data about national symbols found in magazines, newspapers, catalogs.

p. 207A: Symbols Sketchbook (Art)—Create new national symbols.

- Practice good citizenship.

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### **Unit 1, Citizenship: Caitlin and Compass, pp. 14-15**

Recognize that people in a community can help others and make a difference in their lives.

#### **Activities:**

- p. 14A: Make Crossing Puppets (Art)—Use crossing puppets to act out people helping each other.
- p. 15A: Helping Our Classmates (Language Arts)—Propose renovations to help handicapped classmates or visitors.
- p. 15A: Write A Class Commendation Letter (Language Arts)—Write a letter of commendation to a public facility that accommodates handicapped citizens.

### **Unit 2, Lesson 3: Getting Along, pp. 52-55**

Understand the need for rules and laws and participate in rule making.

Understand the difference between rules and laws.

Conclude that there are different rules for different activities.

#### **Activities:**

- p. 52A: Make Mini-Posters (Art)—Make posters to illustrate people getting along.
- p. 55A: Make a Rules Poster (Language Arts)—Make posters listing classroom rules.
- p. 55A: Follow the Rules of a Game (Movement)—Follow rules to play a game.
- p. 55A: Music (Music)—Substitute rules for the usual words to the song “The Wheels on the Bus.” End each verse with the line, “That helps up get along!”

### **Unit 2, Lesson 4: Your Vote Counts, pp. 60-63**

Identify voting as the way that groups make choices.

Demonstrate the democratic process through voting and elections.

#### **Activities:**

- p. 60A: Play “More or Fewer” (Math)—Determine which game cube has more pictures on top. Reinforce the concept of counting votes to determine a winner.
- p. 63A: Election Detection (Reading)—Read and share knowledge about elections.
- p. 63A: We Vote For... (Art)—Draw posters of elected officials.
- p. 63A: Vote For An Activity (Math)—Vote for a favorite activity. Tally and chart data.

### **Unit 2, Citizenship Making Choices: A Playground Problem, pp. 56-67**

Recognize problems people face in getting along.

Determine ways to solve those problems.

#### **Activities:**

- p. 56A: Make “Special” Cards (Language Arts)—Make cards telling why their friends are special.
- p. 57A: Conflicts Role Play (Drama)—Role-play conflicts and their solutions.
- p. 57A: Draw a Conflict Story (Art)—Draw pictures depicting conflicts and solutions.
- p. 65A: Write to Pen Pals (Language Arts)—Get to know children in other states or countries.

- Relate self and the family as part of a community.

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#### **Unit 2, Lesson 1: Family and Friends, pp. 44-47**

Recognize that families come in many sizes and compositions.

Understand that all families are alike in some ways.

#### **Activities:**

p. 43A: Jigsaw Puzzle Switch (Math)—Make jigsaw puzzles of family members or friends. Use a timer to see how quickly the puzzles can be put together.

p. 43A: Make “We” Mobiles—String together wire hanger mobiles.

p. 44A: Make a Family Portrait (Art)—Compare and contrast families depicted in mobiles of student families.

p. 47A: Make a Family Chain (Math and Art)—Decorate and count paper-doll patterns of family members.

p. 47A: Role-Play Families in Stories (Drama)—Create and dramatize family scenes.

p. 47A: Draw a Family Portrait (Art)—Draw a portrait of family members.

#### **Unit 2, Lesson 2: People Together, pp. 48-49**

Recognize that a family is a group.

Recognize that in addition to families, there are other kinds of groups to which people belong.

Identify various racial, ethnic, and cultural groups in one's community.

#### **Activities:**

p. 48A: Play “Get With the Group” (Math)—Use shapes to practice grouping.

p. 49A: Make a Class Badge (Art)—Design badges to show that children are members of the class.

p. 49A: Run a Relay Race (Movement)—Use a relay race format to list groups.

p. 49A: Take a Survey (Math)—List different skills that people have. Take a survey and chart.

#### **Unit 2, Around the World: Family and Friends in Japan, pp. 64-65**

Understand that Japan is a country.

Recognize similarities and differences in the lifestyle of people from another culture.

Identify the groups to which an individual can belong.

#### **Activities:**

p. 64A: Make Japanese Fans (Art)—Make cultural connections with Japan by creating a Japanese craft.

#### **Unit 5, Lesson 6: A Country of Many People, pp. 168-173**

Understand that ancestors of Americans came from places such as Europe, Asia, and Africa.

Recognize that the ancestors of many African Americans came to America as slaves.

Understand that people from other countries are still coming to the United States today.

**Activities:**

- p. 168A: Pack a Suitcase (Art)—Create props to take if moving to another country.
- p. 170: Curriculum Connection (Art)—Make and display “We Love America” posters.
- p. 170: Field Trip—Visit older shopping areas or buildings of historical significance. Discuss how items for sale or common goods have changed over the years.
- p. 173A: Make a Statue of Liberty (Art)—Make a model of the Statue of Liberty.
- p. 173A: Make a Storyteller’s Hat (Language Arts)—Share stories about people coming to the United States.
- p. 173A: Today’s Settlers (Reading)—Share readings or news about newcomers to the United States.

**Unit 6, Lesson 3: Special Days for Families, pp. 196-199**

Recognize that families have special days that they celebrate.

Recognize that different families celebrate different days.

Identify some of the special days that families celebrate.

**Activities:**

- p. 196A: Make a Family Album (Art)—Recognize special family days.
- p. 199A: Design a Family Certificate (Art)—Design certificates to honor family events.
- p. 199A: Demonstrate Holiday Activities (Drama)—Share a game associated with a holiday.
- p. 199A: Make Memory Pouches (Art)—Capture a sensory holiday experience.

**SS2—Culture**

- Define and use vocabulary appropriate to family structure.
- Recognize roles of family members and important people.

**GRADE ONE**

**Unit 2, Lesson 1: Family and Friends, pp. 44-47**

Recognize that families come in many sizes and compositions.

Understand that all families are alike in some ways.

**Activities:**

- p. 42: We Belong—Turn a bulletin board into a family and friends album.
- p. 43A: Jigsaw Puzzle Switch (Math)—Make jigsaw puzzles of family members or friends. Use a timer to see how quickly the puzzles can be put together.
- p. 43A: Make “We” Mobiles—String together wire hanger mobiles.
- p. 44A: Make a Family Portrait (Art)—Compare and contrast families depicted in mobiles of student families.
- p. 47A: Make a Family Chain (Math and Art)—Decorate and count paper-doll patterns of family members.
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p. 49A: Make a Class Badge (Art)—Design badges to show that children are members of the class.

p. 49A: Run a Relay Race (Movement)—Use a relay race format to list groups.

p. 49A: Take a Survey (Math)—List different skills that people have. Take a survey and chart.

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**Activities:**

p. 64A: Make Japanese Fans (Art)—Make cultural connections with Japan by creating a Japanese craft.

**Unit 5, Lesson 6: A Country of Many People, pp. 168-173**

Understand that ancestors of Americans came from places such as Europe, Asia, and Africa.

Recognize that the ancestors of many African Americans came to America as slaves.

Understand that people from other countries are still coming to the United States today.

**Activities:**

p. 168A: Pack a Suitcase (Art)—Create props to take if moving to another country.

p. 170: Curriculum Connection (Art)—Make and display “We Love America” posters.

p. 170: Field Trip—Visit older shopping areas or buildings of historical significance. Discuss how items for sale or common goods have changed over the years.

p. 173A: Make a Statue of Liberty (Art)—Make a model of the Statue of Liberty.

p. 173A: Make a Storyteller’s Hat (Language Arts)—Share stories about people coming to the United States.

p. 173A: Today’s Settlers (Reading)—Share readings or news about newcomers to the United States.

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- Compare various types of shelter, food, and clothing.
- Use personal examples to identify shelter, food, and clothing and the need to belong.

**GRADE ONE****Unit 3, Lesson 2: Our Needs and Wants, pgs 78-81**

Distinguish between needs and wants.

Demonstrate that people have unlimited wants but limited resources to satisfy them.

Recognize that people must make economic choices among alternatives.

**Activities:**

- p. 78A: Pack a Backpack (Art)—Choose only 5 items to take on a camping trip. Discuss needs and wants.
- p. 80: Citizenship—Hold a food or clothing drive for the needy, or help at a shelter.
- p. 81A: Make a Board Game (Art/Math)—Make a needs-and-wants board game.
- p. 81A: Play a Card Game (Art/Language Arts)—Make and play a needs-and-wants card game.
- p. 81A: Make a Poster (Art)—Make posters showing what children need to be healthy.

- Describe customs of specific holidays.

**GRADE ONE****Unit 6, Lesson 1: Holiday for Presidents, pp. 184-187**

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Identify George Washington and Abraham Lincoln as important U.S. Presidents.

Understand why Presidents' Day is celebrated.

**Activities:**

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**Activities:**

p. 193A: Make a Holiday History Time Line (Language Arts)—Create a time line of holiday history.

p. 193A: New Holiday, New Song (Music)—Propose and present a new holiday and song to celebrate it. Tell why it should be observed.

p. 193A: Count to a Favorite Day (Math)—Count the number of days to a special day using a calendar.

**SS3—Time, Continuity, and Change**

- Trace family information over time.

**GRADE ONE**

**Unit 5, Lesson 1: Learning About the Past, pp. 144-147**

Realize that both people and countries have a past.

Recall aspects of one's own past.

Investigate ways to learn about our country's history.

**Activities:**

p. 142: Bulletin Board—Create a bulleting board showing events in America's history.

p. 143: Make a Time Line (Art)—Draw events from each unit. Hang them on a timeline.

p. 143A: Your Community Now and Then (Reading)—Draw and label changes in the community.

p. 144: Keep a Memory Journal (Language Arts)—Record memories in a journal.

p. 145: Field Trip—Learn about history at a museum, library, post office or park.

p. 147A: Make a Class Quilt (Art)—Make quilt patches of own histories.

p. 147A: Create a Museum of the Past (Art)—Bring items from students' past for a class museum.

p. 147A: Sing About the Past (Music)—Sing a song about the past.

- Compare how people of long ago and people today meet similar needs.
- Distinguish among past, present, and future.

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- p. 147A: Create a Museum of the Past (Art)—Bring items from students' past for a class museum.
- p. 147A: Sing About the Past (Music)—Sing a song about the past.

**Unit 5, Lesson 2: The First People in America, pp. 150-155**

Recognize Native Americans as the first Americans.

Locate groups of Native Americans on a map.

Compare aspects of Navajo life long ago to ways of life today.

**Activities:**

- p. 150A: Make a Blanket Design (Art)—Understand a part of the Navajo culture.
- p. 155A: Make a Navajo Hogan (Art)—Make a model Hogan.
- p. 155A: Build a Navajo Community (Art)—Create a Navajo community of the past.
- p. 155A: Make a Scrapbook (Language Arts)—Make scrapbooks of Native American groups.

**Unit 5, Lesson 3: Christopher Columbus Comes to America, pp. 156-159**

Use a map to trace Columbus's journey.

Identify the Native Americans who welcomed Columbus to America.

Recognize that Columbus's journey opened the way for others to travel to the Americas.

**Activities:**

- p. 156A: Make a Flip Book (Art)—Appreciate what a long sea voyage was like.
- p. 159A: Spin a Word Web (Language Arts)—Make word webs about Columbus and Taino.
- p. 159A: Put On a Pageant (Drama)—Dramatize a historical event.
- p. 159A: Foods From the Americas (Home Econ.)—Prepare foods that Taino served.

**Unit 5, Lesson 4: A Place Called Santa Fe, pp. 162-163**

Learn who the early settlers were.

Identify Santa Fe as one of the oldest cities in America.

Understand that settlers shared the area near Santa Fe with Native Americans.

**Activities:**

- p. 163A: Make Miniature Pueblo Villages (Art)—Create models of Pueblo villages.
- p. 163A: Two Native American Games (Movement)—Play Native American games.
- p. 163A: A Pueblo Scene (Art)—Create a backdrop for pueblo villages.

**Unit 5, Lesson 5: Pilgrims at Plymouth, pp. 164-167**

Recognize that Pilgrims were settlers who came to North America and built a town called Plymouth.

Investigate why the Pilgrims came to America.

Understand how Native Americans helped the Pilgrims survive in their new home.

**Activities:**

- p. 164A: Make a Diorama (Art)—Create a new town.
- p. 167A: Write Pilgrim Diaries (Language Arts)—Write diaries.
- p. 167A: Stick-and-Ball (Movement)—Play a Native American game.
- p. 167A: Make a Corn Cookbook (Language Arts)—Compile a collection of corn recipes.

**Unit 5, Lesson 6: A Country of Many People, pp. 168-173**

Understand that ancestors of Americans came from places such as Europe, Asia, and Africa.

Recognize that the ancestors of many African Americans came to America as slaves.

Understand that people from other countries are still coming to the United States today.

**Activities:**

- p. 168A: Pack a Suitcase (Art)—Create props to take if moving to another country.
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- p. 173A: Make a Statue of Liberty (Art)—Make a model of the Statue of Liberty.
- p. 173A: Make a Storyteller’s Hat (Language Arts)—Share stories about people coming to the United States.
- p. 173A: Today’s Settlers (Reading)—Share readings or news about newcomers to the United States.

- Compare/contrast the seasons of the year.

**Seasons, pp. 112-113**

**Activities:**

- p. 110A: Make Outdoor Greeting Cards (Language Arts)—Notice different weather.
- p. 113A: Write Weather Letters (Writing)—Exchange letters about the weather.
- p. 113A: Report the Weather (Science/Drama)—Give a daily weather report.
- p. 113A: Weather Songs (Music)—Use a familiar song to tell the weather.

**SS4—Space and Place**

- Use a map to locate and describe familiar places in home, classroom, school, and community.
- Identify directions (e.g., east, south, north, west).
- Distinguish between land and water masses on a globe.
- Explain patterns of movement.

## **GRADE ONE**

**Maps:** 8, 9, 14, 21, 23, 24, 39, 40, 64, 108, 109, 116, 118, 128, 139, 150, 152, 156, 162, 165, 174, 200, R2, R4

**Charts and Graphs:** 53, 58, 59, 61, 69, 94, 95, 99, 148, 149, 179, 188, 189, 211

### **Unit 1, Lesson 1: Here We Are, pp. 4-7**

Explore a sense of place.

Identify the features of a neighborhood.

#### **Activities:**

- p. 7A: Making a Visitor’s Brochure (Art)—Draw neighborhood sights.
- p. 7A: Act It Out (Drama)—Dramatize events and experiences.
- p. 7A: Home Gallery (Art)—Create a picture collection of community homes.

### **Unit 1, Geography Skills: Using Maps, pp. 8-9**

Identify rooms in a school model from a bird's-eye view.

Recognize the difference between a picture and a map of the same place.

#### **Activities:**

- p. 8A: Play “Left and Right” (Language Arts/Science)—Understand left, right, far, near.
- p. 9A: Making Classroom Floor Plans (Math)—Create classroom floor plans
- p. 9A: Make a Placemat (Art)—Create a placemat of a favorite neighborhood place.

### **Unit 1, Lesson 2: Our Homes Are in Neighborhoods, pp. 10-13**

Recognize that people live in different kinds of dwellings.

Analyze the two main parts of an address: street name and building number.

#### **Activities:**

- p. 10A: Make Your Own Street Signs (Language Arts)—Recognize streets in neighborhoods.
- p. 13A: Make a Neighborhood Phone Book (Language Arts)—Create a phone book of neighborhood sites.
- p. 13A: Send Picture Postcards (Art)—Make and mail scenic postcards of own homes.
- p. 13A: Construct Homes (Math)—Build models of different kinds of homes.

### **Unit 1, Lesson 3: Neighborhoods are in Communities, pp. 16-19**

Recognize that people live in different kinds of communities; some are small towns, others are big cities.

Compare and contrast the different places in which people live.

#### **Activities:**

- p. 16A: Make a Community Diorama (Art)—Make dioramas of different communities.
- p. 19A: Make a Community Guide Book (Art)—Draw community sights to visit.
- p. 19A: Playing Community Charades (Drama)—Play charades using community places.
- p. 19A: Set Up a Nature Museum (Science)—Collect and exhibit nature items.

### **Unit 1, Lesson 4: Looking from Above, pp. 20-21**

Identify community features in an aerial photograph.

Understand that a map can represent an aerial view of an area.

**Activities:**

- p. 20A: Make An Aerial Poster (Art)—Draw an aerial view of the community.
- p. 21A: Construct a Public Building (Art)—Make models of community structures.
- p. 21A: View Your Town (Language Arts)—Use map skills to conduct a tour.
- p. 21A: Write a Song (Music)—Write a song about the community.

**Unit 1, Geography Skills: Using Map Keys, pp. 22-23**

Analyze symbols that represent real things.

Use a map key.

Read a map of a neighborhood using symbols.

**Activities:**

- p. 22A: Make Symbol Cards (Language Arts)—Recognize that symbols stand for words.
- p. 23A: Make and Use Treasure Maps (Drama)—Hunt for treasure using maps.
- p. 23A: Map Collection (Reading)—Use map key symbols.

**Unit 1, Lesson 5: We Live in the United States, pp. 24-25**

Recognize the features of a state and a country.

Identify the United States as our country.

**Activities:**

- p. 24A: Make a State Collage (Language Arts)—Make a collage of own state.
- p. 25A: Make a United States Puzzle (Art)—Make a large U. S. puzzle.
- p. 25A: Play a Game About the States (Movement)—Play a game to learn the names and shapes of states.
- p. 25A: Write State Riddles (Language Arts)—Make up riddles about states.

**Unit 1, Around the World: Sharing Our Earth, pp. 26-29**

Understand that the United States is part of a place called Earth.

Recognize that Earth has many countries.

Understand that Earth is round and that a globe is a model of Earth.

Recognize that there are many kinds of life on Earth.

**Activities:**

- p. 26A: Make an Earth Mobile (Science)—Recognize beautiful things on our planet.
- p. 29A: Where in the World Am I? (Art)—Show where children are in the world.
- p. 29A: Make a Mobile (Art)—Make a mobile of the state, country, or world.

**Unit 4, Geography Skills: Using Directions, pp. 108-109**

Locate places and things on maps using cardinal directions.

**Activities:**

- p. 108A: Make a “Day at the Pond” Picture (Art)—Learn about left and right.
- p. 109A: Play “Follow My Lead” (Drama)—Create direction arrows for a trip.
- p. 109A: Make School Directions (Writing)—Show direction of locations at school.

**Unit 4, Around The World: Our Neighbors, Canada and Mexico, pp. 116-119**

Identify North America as one of the seven continents of the world.

Recognize that the United States, Mexico, and Canada are neighbors, and the three countries are on the continents of North America.

Recognize that Mexico is south of the United States.

**Activities:**

p. 116A: Write a Pen-Pal Letter (Language Arts)—Identify different climates.

**SS5—Individual Development and Identity**

- Recognize and describe various kinds of emotions.
- Demonstrate personal responsibilities.
- Show respect and concern for rights of others.
- Recognize the value of community and the need to belong.

**GRADE ONE**

**Unit 2, Lesson 2: People Together, pp. 48-49**

Recognize that a family is a group.

Recognize that in addition to families, there are other kinds of groups to which people belong.

Identify various racial, ethnic, and cultural groups in one's community.

**Activities:**

p. 48A: Play “Get With the Group” (Math)—Use shapes to practice grouping.

p. 49A: Make a Class Badge (Art)—Design badges to show that children are members of the class.

p. 49A: Run a Relay Race (Movement)—Use a relay race format to list groups.

p. 49A: Take a Survey (Math)—List different skills that people have. Take a survey and chart.

**Unit 2, Thinking Skills: Finding Alike and Different, pp. 50-51**

Compare the ways in which people and things are alike.

Contrast the ways in which people and things are different.

**Activities:**

p. 50A: Make Sorting Bouquets (Art)—Identify similarities between objects.

p. 51A: Sorting Pictures (Art)—Sort and arrange pictures in groups.

p. 51A: Comparing Favorite Stories (Reading)—Show how familiar stories are alike and different.

**SS6—Individuals, Groups, and Institutions**

- Describe how a community depends upon its helpers.
- Participate on walks and trips to places in the community and relate experiences.

**GRADE ONE**

**Unit 1, Citizenship: Caitlin and Compass, pp. 14-15**

Recognize that people in a community can help others and make a difference in their lives.

**Activities:**

- p. 14A: Make Crossing Puppets (Art)—Use crossing puppets to act out people helping each other.
- p. 15A: Helping Our Classmates (Language Arts)—Propose renovations to help handicapped classmates or visitors.
- p. 15A: Write A Class Commendation Letter (Language Arts)—Write a letter of commendation to a public facility that accommodates handicapped citizens.

**Unit 1, Lesson 3: Neighborhoods are in Communities, pp. 16-19**

Recognize that people live in different kinds of communities; some are small towns, others are big cities.

Compare and contrast the different places in which people live.

**Activities:**

- p. 16A: Make a Community Diorama (Art)—Make dioramas of different communities.
- p. 19A: Make a Community Guide Book (Art)—Draw community sights to visit.
- p. 19A: Playing Community Charades (Drama)—Play charades using community places.
- p. 19A: Set Up a Nature Museum (Science)—Collect and exhibit nature items.

**SS7—Production, Distribution, and Consumption**

- Discuss the importance of sharing resources.

**GRADE ONE****Unit 4, Lesson 3: Using Natural Resources, pgs 120-123**

Identify some important natural resources in our country.

Explain why natural resources are valuable.

**Activities:**

- p. 120A: Make a Tree Resource Puppets (Art)—Show why trees are important.
- p. 123A: Make Natural Resource Bookmarks (Art)—Make bookmarks.
- p. 123A: Play Resource Circle Tag (Drama)—Play a variation of “Duck, duck, goose.”
- p. 123A: Make a Natural Resources Filmstrip (Drama/Art)—Make a filmstrip.

**Unit 4, Lesson 4: Caring for Our Natural Resources, pp. 124-127**

Understand why it is important to care for and protect our natural resources.

Identify ways to care for and protect our natural resources.

**Activities:**

- p. 124A: Make “Take Care” Posters (Language Arts)—Show the importance of pet care.
- p. 127A: Learn About a State Park (Writing)—Write to a Park Ranger
- p. 127A: Put on Conservation Skits (Drama)—Put on skits about conservation.
- p. 127A: Make a Kindergarten Toy (Art)—Use recycled materials to make toy boxes.

**Unit 4, Citizenship: Earth Ninos, pp. 128-129**

Recognize that people can work together to make a difference in their environment.

**Activities:**

- p. 128A: Make Recycled Crafts Projects (Art)—Recognize that recycling is important.

- p. 129A: Adopt a Park (Language Arts)—Keep a journal about caring for a park.  
p. 129A: Plant a Plant (Science)—Plant an indoor or outdoor garden.

- Describe how we depend on workers with specialized skills and how this results in exchange of goods and services.
- Describe the concept of earning, saving, and spending money.
- Distinguish between needs and wants.

## **GRADE ONE**

### **Unit 3, Lesson 1: We Have Jobs, pp. 74-77**

Identify a variety of jobs that people perform.

Describe work performed by family and community members, and how they help one another.

#### **Activities:**

- p. 74A: Make “Before and After” Scenes (Art)—Identify jobs people have.  
p. 77A: Job Tap (Movement)—Relate jobs with goods or services.  
p. 77A: Have a Workers’ Costume Party (Language Arts/Music)—Role model jobs.  
p. 77A: Work Portraits (Art)—Draw self-portraits working at a job.

### **Unit 3, Lesson 2: Our Needs and Wants, pgs 78-81**

Distinguish between needs and wants.

Demonstrate that people have unlimited wants but limited resources to satisfy them.

Recognize that people must make economic choices among alternatives.

#### **Activities:**

- p. 78A: Pack a Backpack (Art)—Choose only 5 items to take on a camping trip. Discuss needs and wants.  
p. 80: Citizenship—Hold a food or clothing drive for the needy, or help at a shelter.  
p. 81A: Make a Board Game (Art/Math)—Make a needs-and-wants board game.  
p. 81A: Play a Card Game (Art/Language Arts)—Make and play a needs-and-wants card game.  
p. 81A: Make a Poster (Art)—Make posters showing what children need to be healthy.

### **Unit 3, Citizenship: How Should We Spend Our Money? pp. 82-82**

Recognize that groups can make economic choices among alternatives.

#### **Activities:**

- p. 82A: Make a Play Store (Art)—Understand making choices.  
p. 83A: What Do People Buy? (Math)—Chart popular items in local stores.  
p. 83A: What Shall We Buy? (Math)—Decide how to spend class money.

### **Unit 3, Lesson 4: About Money, pp. 90-91**

Recognize that money comes in different amounts.

Identify value of coins and bills.

Understand how money is made.

**Activities:**

- p. 90A: Make a “Do I Buy It?” Chart (Art)—Show how money is used.
- p. 91A: Spend a Dollar (Math)—Know about money and the price of goods.
- p. 91A: Play “Break the Piggy Bank” (Language Arts)—Practice names of money.
- p. 91A: Count Coins (Math)—Sort and count coins.

**Unit 3, Around the World: Money in Other Countries, pp. 92-93**

Recognize that every country has its own money.

Understand that different countries have different kinds of money.

Identify names of currencies used in different countries.

**Activities:**

- p. 92A: Play the Trade Game (Art)—Understand the concept of trading.
- p. 93A: Money Around the World (Art)—Examine foreign money.
- p. 93A: Make Money (Math)—Create and use different money systems.

**SS8—Power, Authority and Governance**

- Justify the need for rules and appropriate standards of behavior.
- Describe the consequences of breaking rules.

**GRADE ONE****Unit 1, Citizenship: Caitlin and Compass, pp. 14-15**

Recognize that people in a community can help others and make a difference in their lives.

**Activities:**

- p. 14A: Make Crossing Puppets (Art)—Use crossing puppets to act out people helping each other.
- p. 15A: Helping Our Classmates (Language Arts)—Propose renovations to help handicapped classmates or visitors.
- p. 15A: Write A Class Commendation Letter (Language Arts)—Write a letter of commendation to a public facility that accommodates handicapped citizens.

**Unit 2, Lesson 3: Getting Along, pp. 52-55**

Understand the need for rules and laws and participate in rule making.

Understand the difference between rules and laws.

Conclude that there are different rules for different activities.

**Activities:**

- p. 52A: Make Mini-Posters (Art)—Make posters to illustrate people getting along.
- p. 55A: Make a Rules Poster (Language Arts)—Make posters listing classroom rules.
- p. 55A: Follow the Rules of a Game (Movement)—Follow rules to play a game.
- p. 55A: Music—Substitute rules for the usual words to the song “The Wheels on the Bus.” End each verse with the line, “That helps up get along!”

- Explain how voting is a way to make a decision.

## **GRADE ONE**

### **Unit 2, Lesson 4: Your Vote Counts, pp. 60-63**

Identify voting as the way that groups make choices.

Demonstrate the democratic process through voting and elections.

#### **Activities:**

- p. 60A: Play “More or Fewer” (Math)—Determine which game cube has more pictures on top. Reinforce the concept of counting votes to determine a winner.
- p. 63A: Election Detection (Reading)—Read and share knowledge about elections.
- p. 63A: We Vote For... (Art)—Draw posters of elected officials.
- p. 63A: Vote For An Activity (Math)—Vote for a favorite activity. Tally and chart data.

### **Unit 2, Citizenship Making Choices: A Playground Problem, pp. 56-57**

Recognize problems people face in getting along.

Determine ways to solve those problems.

#### **Activities:**

- p. 56A: Make “Special” Cards (Language Arts)—Make cards telling why their friends are special.
- p. 57A: Conflicts Role Play (Drama)—Role-play conflicts and their solutions.
- p. 57A: Draw a Conflict Story (Art)—Draw pictures depicting conflicts and solutions.
- p. 65A: Write to Pen Pals (Language Arts)—Get to know children in other states or countries.

## **SS9—Science, Technology, and Society**

- List examples of pollution.
- Recycle, reuse, reduce.
- Describe how our physical environment influences a family’s food, clothing, and shelter.

## **GRADE ONE**

### **Unit 4, Lesson 3: Using Natural Resources, pgs 120-123**

Identify some important natural resources in our country.

Explain why natural resources are valuable.

#### **Activities:**

- p. 120A: Make a Tree Resource Puppets (Art)—Show why trees are important.
- p. 123A: Make Natural Resource Bookmarks (Art)—Make bookmarks.
- p. 123A: Play Resource Circle Tag (Drama)—Play a variation of “Duck, duck, goose.”
- p. 123A: Make a Natural Resources Filmstrip (Drama/Art)—Make a filmstrip.

### **Unit 4, Lesson 4: Caring for Our Natural Resources, pp. 124-127**

Understand why it is important to care for and protect our natural resources.

Identify ways to care for and protect our natural resources.

#### **Activities:**

- p. 124A: Make “Take Care” Posters (Language Arts)—Show the importance of pet care.
- p. 127A: Learn About a State Park (Writing)—Write to a Park Ranger

- p. 127A: Put on Conservation Skits (Drama)—Put on skits about conservation.
- p. 127A: Make a Kindergarten Toy (Art)—Use recycled materials to make toy boxes.

**Unit 4, Citizenship: Earth Ninos, pp. 128-129**

Recognize that people can work together to make a difference in their environment.

**Activities:**

- p. 128A: Make Recycled Crafts Projects (Art)—Recognize that recycling is important.
- p. 129A: Adopt a Park (Language Arts)—Keep a journal about caring for a park.
- p. 129A: Plant a Plant (Science)—Plant an indoor or outdoor garden.

- Relate how the technological advances of communication and transportation affect society.

**GRADE ONE**

**Unit 3, Lesson 3: Moving Goods and People, pp. 84-87**

Identify forms of transportation and learn how transportation helps people.

**Activities:**

- p. 84A: Make a Get-to-School Mini-Book (Art)—Recognize kinds of transportation.
- p. 87A: Make Transportation Models (Art)—Build transportation models.
- p. 87A: Travel Time (Drama)—Create and play travel agency.
- p. 87A: Transportation Movie (Art)—Create a shoebox movie on transportation.

- Interpret information from pictures, graphics, media.

**GRADE ONE**

**Maps:** 8, 9, 14, 21, 23, 24, 39, 40, 64, 108, 109, 116, 118, 128, 139, 150, 152, 156, 162, 165, 174, 200, R2, R4

**Charts and Graphs:** 53, 58, 59, 61, 69, 94, 95, 99, 148, 149, 179, 188, 189, 211

**SS10—Global Connections**

- Develop and use skills to communicate with individuals and groups.
- Define basic social concepts of cooperation, conflicts, and competition in a global society.

The objective is supported in every level of the program. Students using *Adventures in Time and Place* build thinking skills which empower them to achieve greater comprehension of social studies content. The structure of each skills lesson as well as the program's thinking skills scope and sequence work toward this end. Through integrated content, clear instructional models, and plenty of application and review opportunities, *Adventures in Time and Place* helps create "thinking citizens" in today's classrooms. In addition, a variety of literature from diverse cultures is found in every grade. Special features such as "Legacies," "Making a Difference," "Point/Counterpoint" and "Many Voices" introduce students to songs, stories, biographies, and public issues.