

# Social Studies

# Grade 1



# First Grade Distant Learning Plan

## An Overview

## Content During Distant Learning

### General Structure Overview

Each week students will read and complete assignments using *Studies Weekly* printed newspapers. A student schedule has been created which details lesson specifics for the duration of the distance learning experience. Each week, students will read a new issue of *Studies Weekly*. The expected outcomes are listed on the Weekly Distance Learning Student Schedule. In addition to the printed materials, there is an online platform with multi-media resources to enrich learning.

## Pace of Learning

### Weekly

Each week students are expected to complete all tasks listed on the Weekly Distance Learning Student Schedule, using the *Studies Weekly* printed newspapers. Two hours per week should be dedicated to completing Social Studies.

### Daily

Students are expected to read and review the specific *Studies Weekly* newspaper issued for the week and complete a selected task.

## Online Access to Materials

<https://www.studiesweekly.com/> This website gives students access to the weekly newspapers and primary source images and videos to support learning. Students should access these materials through the Clever portal.

# Schedule of Learning

## Content Covered Each Week

<i>Week 1</i>	<i>Studies Weekly First Grade: Maps</i>
<i>Week 2</i>	<i>Studies Weekly First Grade: Earth</i>
<i>Week 3</i>	<i>Studies Weekly First Grade: Celebrate America</i>
<i>Week 4</i>	<i>Studies Weekly First Grade: American Monuments</i>
<i>Week 5</i>	<i>Studies Weekly First Grade: Presidents and Patriots</i>
<i>Week 6</i>	<i>Studies Weekly First Grade: Time</i>
<i>Week 7</i>	<i>Studies Weekly First Grade: What is History?</i>
<i>Week 8</i>	<i>Studies Weekly First Grade: I am Responsible</i>
<i>Week 9</i>	<i>Studies Weekly First Grade: Who's in charge?</i>
<i>Week 10</i>	<i>Studies Weekly First Grade: I am Responsible</i>

## Support

### Technology Support

<https://www.detroitk12.org/onlinelearning>

### Learning Support

For additional learning support contact: [info.curriculum@detroitk12.org](mailto:info.curriculum@detroitk12.org)

# Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 1: April 14-17

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** Maps

**Materials Needed:** *Studies Weekly First Grade: Maps*

**READ**

Read *Studies Weekly First Grade: Maps*

**WATCH**

[bit.ly/maps782](https://bit.ly/maps782)



**DO**

- Using the map on page 3, how many bodies of water do you see? How many landforms do you see?
- Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards Addressed

1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.  
1 – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.  
1 – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 2: April 20-24

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** Maps

**Materials Needed:** *Studies Weekly First Grade: Earth*

**READ**

Read *Studies Weekly First Grade: Earth*

**WATCH**

[bit.ly/earth4765](https://bit.ly/earth4765)



**DO**

- Look at the map on page 1, do you see your state? What large bodies of water are next to the United States? how many bodies of water do you see? How many landforms do you see?
- Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards Addressed

1 – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.  
1 – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 3: April 27-May 1

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** Celebrate America

**Materials Needed:** *Studies Weekly First Grade: Celebrate America*

**READ**

Read *Studies Weekly First Grade: Celebrate America*

**WATCH**

[bit.ly/celebrate231](https://bit.ly/celebrate231)



**DO**

Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards  
Addressed

1 – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

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).

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 4: May 4-8

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** American Monuments

**Materials Needed:** *Studies Weekly First Grade: American Monuments*

**READ**

Read *Studies Weekly First Grade: American Monuments*

**WATCH**

[bit.ly/monuments31](https://bit.ly/monuments31)



**DO**

Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards  
Addressed

1 – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 5: May 11-15

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** Presidents and Patriots

**Materials Needed:** *Studies Weekly First Grade: Presidents and Patriots*

**READ**

Read *Studies Weekly First Grade: Presidents and Patriots*

**WATCH**

[bit.ly/patriotism41](https://bit.ly/patriotism41)



**DO**

Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards  
Addressed

1 – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).  
1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.  
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.  
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).



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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 6: May 18-22

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** Time

**Materials Needed:** *Studies Weekly First Grade: Time*

**READ**

Read *Studies Weekly First Grade: Time*

**WATCH**

[bit.ly/time369](https://bit.ly/time369)



**DO**

Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards Addressed

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.  
1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.  
1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

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WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 7: May 25-29

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** What is History?

**Materials Needed:** *Studies Weekly First Grade: What is History?*

**READ**

Read *Studies Weekly First Grade: What is History?*

**WATCH**

[bit.ly/history567](https://bit.ly/history567)



**DO**

Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards Addressed

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.  
1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.  
1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.  
1 – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.  
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).  
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.

# Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 8: June 1-5

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** Characteristics of Responsible Citizenship

**Materials Needed:** *Studies Weekly First Grade: I am Responsible*

**READ**

Read *Studies Weekly First Grade: I am Responsible*

**WATCH**

[bit.ly/responsible345](https://bit.ly/responsible345)



**DO**

Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards  
Addressed

1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).  
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).  
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).  
1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).  
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).

# Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 9: June 8-12

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** Who's in charge?

**Materials Needed:** *Studies Weekly First Grade: Who's in charge?*

**READ**

Read *Studies Weekly First Grade: Who's in charge?*

**WATCH**

[bit.ly/incharge43](https://bit.ly/incharge43)



**DO**

Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards  
Addressed

- 1 – C1.0.1 Identify some reasons for rules in school
- 1 – C1.0.2 Give examples of the use of power with authority in school
- 1 – C1.0.3 Give examples of the use of power without authority in
- 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).
- 1 – C2.0.2 Identify important symbols of the United States of America
- 1 – C5.0.1 Describe some responsibilities people have at home and at school
- 1 – C5.0.2 Identify situations in which people act as good citizens in the school community
- 1 – P3.1.1 Identify public issues in the school community.
- 1 – P3.1.1 Identify public issues in the school community.
- 1 – P3.1.3 Identify alternative resolutions to a public issue in the school community.
- 1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
- 1 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 1 – P4.2.2 Participate in projects to help or inform others.

# Social Studies

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## First Grade Week 10: June 15-19

**Directions for Students** Read this week's issue in its entirety and complete activities.

**Topic** Responsibility

**Materials Needed:** *Studies Weekly First Grade: I am Responsible*

**READ  
WATCH**

Read *Studies Weekly First Grade: I am Responsible*

[bit.ly/response324](https://bit.ly/response324)



**DO**

Complete the activity titled *Fun and Games* on page 4 of your issue.

Standards  
Addressed

1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).  
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).  
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).  
1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).  
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).