

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 1	Curricular Area: Social Studies			
Unit 1: Our Past	Unit 2: Our Earth	Unit 3: Our Government	Unit 4: Working in our Community	Unit 5: Citizens in our Community
1A Time And Chronology	2A People, Places, and Cultures	3A Purposes of Government	4A Individual and Household Choices	5A Information Processing
1B Comprehending the Past	2B Human/Environment Interaction	3B Ideals of American democracy	4B Business Choices	5B Conducting Investigations
1C Analyzing and interpreting the Past	2C Location, Movement and Connections	3C Democracy in Action	4C Role of Government	5C Identifying and Analyzing Issues
1D Judging Decisions from the Past	2D Regions, Patterns and Processes	3D American Government and Politics	4D Economic Systems	5D Group Decisions
1E	2E Global Issues and Events	3E American Government and World Affairs	4E Trade	5E Persuasive Writing
				5F Responsible Person Conduct



Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 1 – Unit 1: Our Past

Outcome: SS 1A All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: **The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929- 1945); Post War United States (1945-1970); and Contemporary United States (1968-present). (Time and Chronology).**

Grade Level Content Expectations (GLCEs)	Michigan Benchmark	Integrating the Faith (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 1A.1 Use analog and digital clocks to tell time.</p> <p>SS 1A.2 Use weeks, months and years as intervals of time.</p> <p>SS 1A.3 Distinguish among the past, the present and the future.</p> <p>SS 1A.4 Place events of their lives and the lives of others in chronological order.</p>	<ul style="list-style-type: none"> • Do drawings of a morning and afternoon activity at school and evening activity at home. Talk about what you and your family do on a Sunday morning, afternoon, and evening. • Do drawings of the three times of day when you are on a vacation. Compare those to a school day or a Sunday. Recognize that God is in control of all our days and activities. • Create classroom calendars. Together with your classmates draw pictures to accompany each of the twelve months of the year to illustrate some aspect of God’s blessings that are special or unique to each month and season of the year. Label dates with relevant information such as classmates’ birthdays, important holidays, and school vacations. Include seasons of the Church Year. • After your teacher distributes a 2 x 24-inch strip of paper, fold it into thirds the long way. Now fold it in half the other way. Fold that in half one more time. When you unfold it you will have twelve equal sections. Fill in the pertinent information to make a linear calendar. Identify the months of the year by printing the first letter of each month’s name in the appropriate section (J, F, M, and soon). Decorate your calendar with a border designed to help you remember that our times are in God’s



		<p>hands. Use clear adhesive tape to attach the calendar to the top of your desk.</p> <ul style="list-style-type: none"> • Make a penny book. Find a penny for the year you were born and for each year since then. In your penny book, glue or tape each penny to a page and write a sentence or draw a picture of something important that happened to you, your family, or to God’s world that year. Thank God for watching over you through the years. • As a family project make a timeline using a photograph from each of your birthdays. If photos are not available have your parents help you draw a simple picture of a significant blessing from each year. Be sure that the date of your Baptism is included on the timeline. Use this timeline of blessings for show-and-tell. • Draw simple pictures of major events from the life and ministry of Jesus (birth, visit by Magi, Last Supper, crucifixion, resurrection, ascension). As you practice placing these in chronological order, talk about the relationship between these events. • Explain the relationship between the beginning of your life (your birth date) and the beginning of your new life in Baptism. Create a poster displaying the dates of both of these events. • Keep a timeline of class activities or events through the school year by taking pictures with a camera or drawing pictures. Add details of how Jesus was with your class in each of those events or activities. Emphasize that Jesus never changes and is always with us. • Look at pictures of people who speak of Jesus as their Savior and categorize them according to whether they lived in the past or are living in the present. • Have a grandparent or older member of the congregation come to talk about or bring in household items used in his or her past. Have them
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		<p>tell about things children use today that they didn't have or which weren't invented yet when they were children. Continue to share how God is part of each day of our life, past or present, and will still be with us in the future.</p> <ul style="list-style-type: none"> • Memorize Hebrews 13:8, "Jesus Christ is the same yesterday and today and forever." • After reviewing the creation story, make a circular shape with eight pie-shaped portions to review the order of the days of creation. On each pie piece draw what God made. Use the eighth piece for the title. • Make another pie with eight portions. Draw an event or activity that occurs each day of a normal week. The eighth piece is for the title (for example, Monday—first day of the school week; Wednesday—chapel worship). Discuss how Jesus is part of each and every day.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A: Time And Chronology Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 1:Our Past				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
SS 1A.1 Use analog and digital clocks to tell time.					
SS 1A.2 Use weeks, months and years as intervals of time					
SS 1A.3 Distinguish among the past, the present and the future.					
SS 1A.4 Place events of their lives and the lives of others in chronological order.					



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Outcome: SS 1B All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 1 B.1 Identify who was involved, what happened and where it happened in stories about the past.</p> <p>SS1 B.2 Describe the past through the eyes and experiences of those who were there as revealed through their records.</p> <p>SS 1 B.3 Recount events from simple biographies of women and men representing a variety of societies from the past.</p> <p>SS1.B 4 Identify and explain how individuals in history demonstrated good character and personal virtue.</p>	<ul style="list-style-type: none"> • As a class make up a set of interview questions, including questions about spiritual matters, to ask a grandparent or great-grandparent about events when they were young (e.g., How was Christmas celebrated at your church? Tell about a Baptism. Tell about a church picnic. Tell about chores/jobs. Tell about things played with or games played.). With a parent’s assistance, mail or e-mail a set of the questions to a grandparent. It may be possible for the e-mailing to be done at your school. You’ll need parent permission for the e-mail addresses needed. Bring in your responses and share with the other students in the class. Compare the responses for similarities and differences. • Use the following words to answer the questions “Who? What? Where?” about your Baptism: <i>Holy Spirit, parents, sponsor, font, faith, water, God’s Word</i>. Place these words on the word wall in your classroom. • Write a short play about a prominent Christian such as Martin Luther, C. F. W. Walther, J. S. Bach, or Rosa Young. Either dramatize the play or share it as a reader’s theatre performance. Create posters showing important events in the subject’s life. • Work in teams of two or three to create a brief skit showing one of your favorite events in Jesus’ life. Before beginning, brainstorm the events. Use a children’s picture Bible to trigger memories of important events or create your own version of a picture Bible showing the events of Jesus’ life. Share with a kindergarten or preschool class. • Fold a sheet of paper in half. Then fold the paper



		<p>in half again. Now you should have a four page book. Illustrate the book with four pictures to show scenes from the life of early Americans such as George Washington, John Adams, Abigail Adams, and Phillis Wheatley. Thank God for blessing our country through its early leaders.</p> <ul style="list-style-type: none"> • Read and memorize one or more of the following verses. These verses remind us that our abilities are blessings from God. He has a plan and purpose for each of us. His ultimate plan is that we are saved to live eternally in heaven through Jesus Christ, our Savior. Philippians 4:13 “I can do all things through Him who strengthens me.” Ephesians 3:20–21 “Now to Him who is able to do far more abundantly than all that we ask or think, according to the power at work within us, to Him be glory.” Philippians 1:6 “And I am sure of this, that He who began a good work in you will bring it to completion at the day of Jesus Christ.” Psalm 57:2 “I cry out to God Most High, to God who fulfills His purpose for me.” Try out your own creativity. Make an invention from items about to be discarded. Share your invention with the class. Thank God for His gift of creativity to you.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Comprehending the Past Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 1:Our Past				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
SS 1 B.1 Identify who was involved, what happened and where it happened in stories about the past.	Dates Taught (month/day/initials):				
SS1 B.2 Describe the past through the eyes and experiences of those who were there as revealed through their records.					
SS 1 B.3 Recount events from simple biographies of women and men representing a variety of societies from the past.					
SS1.B 4 Identify and explain how individuals in history demonstrated good character and personal virtue					



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Outcome: SS 1 C All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and Interpreting the Past)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 1C.1 Use a variety of records to construct a narrative about their personal or family histories.</p> <p>SS 1C.2 Differentiate between historical facts and historical interpretations.</p> <p>SS 1C.3 Explain why accounts of the same event different</p>	<ul style="list-style-type: none"> • Identify the following statements as either fact or opinion. <ol style="list-style-type: none"> 1. Jesus was born in Bethlehem. (fact) 2. The altar at church should have flowers on it each Sunday. (opinion) 3. Christmas songs are more fun to sing than Easter songs. (opinion) 4. Jesus died on the cross for us and came alive again on the third day. (fact) • Look at statement 3. It is okay if one person likes Christmas songs best and another person likes Easter songs best. These are opinions. But then look at statement 4. This is a statement of fact. To believe otherwise would be a lie. And even more significant, that lie has eternal consequences, because we are saved only by God’s grace through faith in the redeeming death and resurrection of Christ Jesus. • Play a game in which you start with facts and form opinions about the facts. For example, a might be that the wall is white, but it would be opinion to say the white wall is pretty (or ugly). Talk about how we sometimes might hurt others with our opinions. Pray together for God’s continuing forgiveness of such sins, and consider the importance of asking forgiveness from the person you hurt. Practice stating both fact and opinions that encourage others as children of God. • Create a two-column chart. Draw pictures to show the difference between the things you see and the things God sees. • Talk about how you and your parents may have different points of view such as the time to go to



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		<p>bed, how much television to watch, and what fruits and vegetables to eat. Why is it helpful to consider another person's point of view? Pray that God will help you be understanding and patient with people who have a different point of view from yours.</p> <ul style="list-style-type: none"> • Review the account of Jesus' trial before the high priest. Explain the two points of view regarding Jesus' identity as the Son of God. • Bring to class a picture of an object that represents the faith in Jesus of people who lived in the past. Possibilities include Baptism certificates, confirmation pictures, crosses, pictures of Bible stories, and so on. • Make a display of the various types of media that can be used to tell about or symbolize what we know about Jesus. This could include photos of a church altar, a television guide that lists a program about the Bible, a newspaper article that describes a religious event, or a book in which someone tells about their faith in Jesus. • Review last year's school yearbook. Find and discuss evidences that your school is a Christian school. • Talk about and list ways that the experiences and events in a Christian school differ from similar events in a public school.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Analyzing and interpreting the Past Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 1:Our Past School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 1C.1 Use a variety of records to construct a narrative about their personal or family histories.					
SS 1C.2 Differentiate between historical facts and historical interpretations.					
SS 1C.3 Explain why accounts of the same event different					



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Outcome: SS 1 D: All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences. (Judging Decisions from the Past)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 1 D.1 Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.</p> <p>SS1 D.2 Evaluate decisions made by others as reported in stories about the past</p>	<ul style="list-style-type: none"> • Describe a time that someone at home taught you how to do something that was new (e.g., ride a bike, make a cake, tie a shoe). Sharing our God given gifts and talents is one way we show our love for others. • Tell about a time when someone from your family told you about Jesus. Draw a picture and give it to that person to thank them for bringing you the Good News. • Talk about how the good and bad choices a player makes in a game affect the whole team. Talk about how the good and bad choices you make at home affect your whole family. Pray together that God would lead you to consider other people, as well as yourself, when you make choices. Thank Him for forgiving the bad choices you make and thank Him for leading you in your life as a child of God. • Write an epistle sharing your faith and encouraging other believers like Paul did.



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1D: Judging Decisions from the Past Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 1:Our Past School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 1 D.1 Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.					
SS1 D.2 Evaluate decisions made by others as reported in stories about the past.					



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Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 1 – Unit 2: Our Earth

Outcome: SS 2 A: All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. (People, Places and Cultures)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 2A.1 Describe the human characteristics of places and explain some basic causes for those characteristics.</p> <p>SS 2 A.2 Describe the natural characteristics of places and explain some basic causes for those characteristics.</p>	<ul style="list-style-type: none"> • Talk about why we recycle materials. Collect seeds from apples, oranges, or peaches—materials from a lunch that normally would be thrown away. Collect these for a few days or a week and make a seed mosaic (something from the trash that seems bad but can be used for good). Discuss the stewardship responsibility we have to care for the creation God gave us. • Talk about how God in Christ has recycled us, rescuing us from the trash heap of sin and remaking us into new people who love and live for Him. • Use children’s literature, such as <i>The Little House</i> or <i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton or the <i>Great Kapok Tree</i> by Lynne Cherry to discuss the changes made in God’s creation. Did the story show good or bad changes? What were the changes? The Bible tells us that people are the crown of God’s creation, and in Genesis it says that we are to care for the Earth. Discuss also the destructive things that people do that hurt our world. • Use clay or play dough to make a map of the school playground or area near the school. Point out the natural things in the area that God made and man-made things God gave man the knowledge to make. • Sing the song “The Wiseman Built His House Upon the Rock” or read the Arch® Book <i>The</i>



		<p><i>House on the Rock</i>, and read Matthew 7:24–27. Discuss the different geographic features in the song or story. Describe various meanings of the word <i>foundation</i>. Note that the true foundation for our hearts and lives is Jesus Christ.</p> <ul style="list-style-type: none"> • Read verses from the Bible that tell us about heaven such as Revelation 7:9–17. Draw a picture of heaven. Put your picture together with the pictures drawn by your classmates in a book for the classroom library center. • Find pictures of important places in Jesus’ time (e.g., the temple in Jerusalem, the manger in Bethlehem). Compare those important places to ones in your community. • Draw a picture of your church. Talk about why your church is such an important place. • Discuss the safety issues each of these community features brings to mind as you review pictures of stoplights, signs, and fire hydrants. Remember that we are safe in the Lord’s protection every day. He is near and will bless us. • Review safety procedures for crossing the street. Comment that we obey God when we practice good safety habits and when we help others to be safe also. Review the Fifth Commandment and its meaning.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A:People, Places, and Cultures Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 2: Our Earth School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 2A.1 Describe the human characteristics of places and explain some basic causes for those characteristics					
SS 2 A.2 Describe the natural characteristics of places and explain some basic causes for those characteristics.					



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Outcome: SS 2 B: All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them. (Human/Environment Interaction)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 2B.1 Describe how people use the environment to meet human needs and wants.</p> <p>SS 2B.2 Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.</p> <p>SS 2B.3 Suggest ways the people can help improve their environment.</p>	<ul style="list-style-type: none"> • Make a map of a place God created that you have been to and enjoy (e.g., a park near your house, an outdoor campground, a scenic natural wonder). Make a diorama or shadow box of that favorite place and share it with the class by giving descriptions of what is represented in your display. • Find pictures of landforms, bodies of water, and so on in magazines or newspapers and glue them to index cards or poster paper. Make a separate word card for each picture, laminate the cards, and use them to play a matching game. Discuss how God continues to bless us in each location. • Try this experiment to show the role of water in the process of erosion of soil. As you do this experiment, talk about the effect that the rain is having on the mountain and what the effect of the flood in Noah’s day might have been. Be sure to thank God for His promise to never again completely destroy the Earth with a flood. With some soil, make a little mountain about one foot high with steep walls and a flat top. Water it down. You will see the borders slide down and the mound of soil take the typical shape of a mountain. Redo the test. This time place a clay layer on top of the regular soil. A lake of water will lead to a sudden landslide of mud. • Talk about acid rain and other forms of pollution that are consequences of sin in the world and are harming our environment. • Read the story from Matthew 7:24–27 about the wise man who built his house upon a rock and the foolish man who built his house on sand. Use blocks to experiment building houses on different



		<p>kinds of foundations (e.g., soft pillow, rocking chair, very narrow space, hard floor, steps, slanted surface). Compare the best and firmest foundations used to the solid foundation of Jesus on which we build our spiritual house, our foundation of faith and salvation.</p> <ul style="list-style-type: none"> • God plans for our families to live and work together. Families often live in close proximity to each other in communities. Identify your community. Is it a farming community, town, small city, large city? Use <i>The Lutheran Annual</i> to find a school in another state and write and send pictures to another class. Discuss how we are alike (share the same faith in Jesus, our Savior) and different. • Talk about features of heaven, our real home. Listen as your teacher reads Revelation 21:10–27. Then make a list of those features. Draw what you imagine heaven looks like. Create a travel brochure about heaven. • Check out www.epa.gov/airnow or another Web site where you can get up-to-the-minute information about air pollution in your community. This site includes maps, forecasts, and information about the health effects of air pollution. • Create a type of crayon resist picture. Paint a picture of God’s beautiful creation. Then, as you talk about the way sin ruins many of the wonderful gifts God has given us, lay clear acetate (overhead sheets) on top of the picture and use markers to draw ways we destroy that creation. Discuss how sin has tampered with every part of creation, but the salvation that Jesus gives us through His death on the cross and resurrection redeems and cleanses us from sin. Remove the acetate as you talk about ways we can help to protect and care for our environment. <p>Sing “Beautiful Savior, King of Creation.”</p> <ul style="list-style-type: none"> • What are things your family does to help the
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		<p>environment? Are there things your school and church could do to help (e.g., recycling used church bulletins after they have been used in a worship service)?</p> <ul style="list-style-type: none">• As a class, volunteer for a cleaning project either inside or outside the school to help care for your environment. Perhaps you can add to the beauty of your classroom by planting and caring for one or more plants as a continuing project.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Human/Environment Interaction Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 2: Our Earth School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 2B.1 Describe how people use the environment to meet human needs and wants					
SS 2B.2 Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.					
SS 2B.3 Suggest ways the people can help improve their environment.					



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Outcome: SS 2 C: All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. (Location, Movement and Connections)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 2 C.1 Identify locations of significance in their immediate environment and explain reasons for their location.</p> <p>SS 2C.2 Identify people and places in other locations and explain their importance to the community.</p> <p>SS 2C.3 Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.</p>	<p>• Make a map of your classroom. Include the wastebaskets, sinks, animal cages, and shelves. Talk about how we can serve God in the care we give to our classroom.</p> <ul style="list-style-type: none"> • Sing “All Things Bright and Beautiful” (<i>Songs of God’s Love</i>, p. 44). • Use play dough/clay to make a map of the location where Jesus grew up; find it on a globe and describe it using terms such as <i>gulf, ocean, desert, plain,</i> and <i>mountain</i>. • Identify the community helpers God has placed into your community. On a local map, mark an X to show where each is located. Include the helpers who tell you about Jesus (e.g., pastors, teachers). Create thank-you cards to give to these helpers. • Make a map of a place God created that you have been to and enjoy (e.g., a park near your house, an outdoor campground, a scenic natural wonder). Make a diorama or shadow box of that favorite place and share it with the class by giving descriptions of what is represented in your display. • Find pictures of landforms, bodies of water, and so on in magazines or newspapers and glue them to index cards or poster paper. Make a separate word card for each picture, laminate the cards, and use them to play a matching game. Discuss how God continues to bless us in each location.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C: Location, Movement and Connections Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 2: Our Earth School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 2 C.1 Identify locations of significance in their immediate environment and explain reasons for their location.					
SS 2C.2 Identify people and places in other locations and explain their importance to the community.					
SS 2C.3 Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.					



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Outcome: SS 2D: All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them. (Regions, Patterns and Processes)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at:</p> <p>http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 2D.1 Identify regions in their immediate environment and describe their characteristics and boundaries.</p> <p>SS 2D.2 Compare their community and region with others.</p> <p>SS 2 D.3 Describe changes in the region over time as well as presently.</p>	<ul style="list-style-type: none"> • As a class, take a walk around your school and church. Explore the land around the buildings. Discuss if it is hilly, flat, marshy, very dry, and so on. What is the soil like? Create a drawing of the area showing the main features. Attach samples of the soil from different parts of the area. Talk about which things were made by God and which were made by people using the materials that God made. Give thanks for the natural resources God made and also for the skills He gave people to make things from His resources. • Have each child interview his or her family to find out why they chose that neighborhood and home in which to live. Were there specific features that drew them there? Speak a prayer thanking God for the homes He has provided. • Compare schools of long ago with the schools of today. How are they alike? How do they differ? What things did boys and girls study in the schools of long ago that children still study today? In what ways are Christian schools different from other schools? • Read and review Luke’s account of Jesus learning about God as a boy in Luke 2:46–47. Note that Jesus was the only student and there was more than one teacher. They were all sitting down. Jesus was listening to His teachers and asking them questions. All who heard Jesus were amazed at His understanding and His answers. Draw a picture of Jesus and the teachers in the temple. • Cut pieces of brown paper in the shape of an animal hide. Using crayons or markers, draw designs



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		<p>to communicate a message as the American Indians did. This message should tell them that Jesus is their Savior.</p> <ul style="list-style-type: none">• Before the arrival of the Europeans, the American Indians did not know about Jesus. They worshiped false gods in nature. Review the First Commandment and its explanation. Point out that some Europeans lovingly shared the message of the Gospel. However, some others did not live by the Gospel, seeking personal gain while mistreating the native population. This would lead to centuries of conflict.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D: Regions, Patterns and Processes Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 2: Our Earth School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 2D.1 Identify regions in their immediate environment and describe their characteristics and boundaries.					
SS 2D.2 Compare their community and region with others.					
SS 2 D.3 Describe changes in the region over time as well as presently.					



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Outcome: SS 2 E: All students will describe and explain the causes, consequences, and geographic context of major global issues and events. (Global Issues and Events)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 2E.1 Locate and describe major world events that are having an impact on their community and explain why they are important to the community.</p>	<p>Integrating the Faith Activities (I.F.)</p> <ul style="list-style-type: none"> • Read verses from the Bible that tell us about heaven such as Revelation 7:9–17. Draw a picture of heaven. Put your picture together with the pictures drawn by your classmates in a book for the classroom library center. • Find pictures of important places in Jesus’ time (e.g., the temple in Jerusalem, the manger in Bethlehem). Compare those important places to ones in your community. • Draw a picture of your church. Talk about why your church is such an important place. • Cut pictures from a magazine or newspaper to see the effects of sin in the events of the world. Glue these together on a large sheet of paper. Write “sin” over the picture to indicate that the whole world is influenced by the consequences of sin. On the top of the sheet glue a large cross to represent the Good News that Jesus died to take away our sin. Comment that for all sin there is only one Savior—Jesus Christ. • There are so many people in need or suffering from disasters around the world. In Matthew 25:34–40, we see that Jesus desires that we care about and care for the needs of other people. He even gives a special blessing by saying that when we help others in His name, it is the same as helping Jesus Himself! He desires that we reach out to people all over the world with compassion. Pray that God will guide our hearts to show love and compassion as He has done so for us.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E: Global Issues and Events Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 2: Our Earth School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 2E.1 Locate and describe major world events that are having an impact on their community and explain why they are important to the community.					



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Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 1 – Unit 3: Our Government

Outcome: SS 3A: All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness. (Purposes of Government)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS3A.1 Cite examples of government carrying out its legal authority in their local community.</p> <p>SS 3B.2 Describe consequences of not having rules.</p>	<ul style="list-style-type: none"> • List words that tell what God expects of His people with regard to government. Possibilities include <i>respect, obey, honor, pray for, and support</i>. • Think about how God provides services and help for people through the work of the government. Pretend to have a government election in your classroom. Nominate yourself or another classmate to run for office. Choose if this office is to be part of the local, state, or national government. Learn about the responsibilities of a person in that office, how a person in that office would serve, and what the qualifications might be for that position. Campaign and hold a mock election. • Draw pictures to illustrate how God blesses us through the work of the following government agencies: postal service, parks department, police department, fire department, highway department. • Join classmates to create a skit to show what it might be like to live in a world without the help and protection provided by the government. Point out that it would be even worse than trying to play a baseball game without any rules. • Draw a picture of the president/governor/mayor. Pray that God would guide this person as he or she leads. Send the pictures to the leader together with a note indicating you are praying for them. • Can you name the person who is the leader of our country? Can you name any of the leaders of other countries around the world? Pray that God will



		<p>guide all leaders to work together for peace in the world.</p> <ul style="list-style-type: none"> • To those who believe in Jesus as Savior, Jesus is also their King. Tell or show by drawing a picture what it means that Jesus is the ruler of your life. • Create a list of places where tax money is used (e.g., roads, hospitals, police and fire departments, government officials, public safety). Talk about how the services provided through tax dollars help God’s people. Note that many of these people are the community helpers discussed earlier. Point out that these people are helpers, but this is their job. They usually are not volunteers. They have families to raise and bills to pay, so they need the wages and salaries that come from our tax dollars. • Make rubbings of coins. Comment on the meaning of the words <i>In God We Trust</i> for you and for our country. Note that when our country began, most people were Christians—believers in Jesus. Today there are also many people who believe in false gods or no god at all. Our country is a large mission field, with many people who need to hear the Good News of Jesus so that they may be saved eternally. Pray that God will bless the spread of the Gospel in our own land as well as in places around the world. • Work in teams to create a collage of pictures showing life in the democracy of the U.S. Clip photos from newspapers, magazines, and catalogues. Some pictures you might choose to include could be of the churches, stores, and businesses that free enterprise allows. • Join the other members of your class for a devotion or prayer in an unlikely location such as a basement storage area. In parts of the world where Christianity is forbidden, believers gather to worship and pray in just such a setting. Pray for those suffering because of their faith around the
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		<p>world. Then move to a pleasant open area and thank God that we live in a country where we can worship Him openly and freely.</p> <ul style="list-style-type: none">• Talk about the things we are able to enjoy because we live in a democracy. This might include the ability to own your own home, to worship as you please where you please, the opportunity to vote and elect our leaders, and the freedom to travel all over our big country without fear or limits. We also have freedom of speech. Thank God together for blessing us with a nation that promotes freedom.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A: Purposes of Government Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 3: Our Government School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS3A.1 Cite examples of government carrying out its legal authority in their local community					
SS 3B.2 Describe consequences of not having rules					



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Outcome: SS 3B: All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. (Ideals of American Democracy)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 3B.1 Identify aspects of life at school and in the local community that illustrate justice and freedom.</p>	<ul style="list-style-type: none"> • Identify each of the following to show your understanding of the difference between rights and responsibilities: <ol style="list-style-type: none"> 1. You are not to steal. (Responsibility) 2. You are accepted and respected as a person for whom Jesus died. (Right) 3. You are not to lie. (Responsibility) 4. You are a forgiven and redeemed son or daughter of God. (Right) 5. You are not to take God’s name in vain. (Responsibility) • Match responsibilities according to God’s Law with the commandment to which they most closely relate. <ul style="list-style-type: none"> Having no god but the true God (First) Honoring parents and those in authority (Fourth) Not lying or speaking unkindly (Eighth) Not thinking dirty thoughts (Sixth) Not hurting others (Fifth) Not misusing God’s name (Second) Not coveting other’s property (Ninth) Honoring God’s Word (Third) Not coveting those things associated with others (Tenth) Not stealing (Seventh)



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: Ideals of American democracy Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 3: Our Government				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
SS 3B.1 Identify aspects of life at school and in the local community that illustrate justice and freedom	Dates Taught (month/day/initials):				



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Outcome: SS 3C: All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society. (Democracy in Action)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 3C.1 Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.</p>	<ul style="list-style-type: none"> • Breaking rules and disobeying laws always have consequences. There will be results. Give the consequences that are likely to follow each of these actions. A boy lied about not doing his homework, saying that he forgot it at home. A girl angrily pushed her sister causing her to fall down the stairs. A tired and overworked grocery store owner yelled at a group of customers telling them to leave the store and never come back. • On the word wall, write the name of various kinds of sins. Place strips of paper containing arrows on the wall pointing to a large cross as a reminder that Jesus took the consequences for our sins upon Himself when He died on the cross in our place. • Share the rules you have in your classroom and homes. Talk about the consequences for breaking them. Pray that God will lead you to be more obedient to His will, giving you the guidance and help that only He can give. • Talk about community rules and their consequences. Draw pictures of people breaking a community rule. Invite students to guess what community rule is being broken and to identify the consequences. Match the broken rule with the commandment to which the broken rule most closely relates. List some of the people who enforce community rules such as the police and fire departments and health safety officials. Ask God to be with these people, blessing them for the important work they do to make our communities a better place to live.



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		<ul style="list-style-type: none"> • There are rules just about everywhere we turn. Society is based on laws and legalities. As people of God, we have His laws too. But there is a major difference between society in general and God specifically. God’s treatment of us is not based on the Law; it is based on His love, grace, and mercy that we have through Jesus. We live in obedience, not because we are afraid of the Law’s punishment, but because we have been made people of God, who by the new nature He creates in us, want to follow His will. Our purpose and motivation is different; it is a response in gratitude for all He has done for us. • Talk about why different rules often apply in different circumstances. For example, discuss the difference in expected behavior when worshipping in church and when at recess at school. • Matthew 5:41 says, “And if anyone forces you to go one mile, go with him two miles.” Give other examples of someone exceeding the expectations of the Law. Note: We will fail in reaching these goals because we are sinners, but Jesus is always there to forgive us, to lift us up, and to strengthen us through Word and Sacrament to go on. • Brainstorm rules that might help when two people have a conflict with each other. Make a list of those rules. Consider how these rules are like some of the rules God has already given us. How could nations benefit by obeying these same rules?
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3C: Democracy in Action Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 3: Our Government				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
SS 3C.1 Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values	Dates Taught (month/day/initials):				



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Outcome: SS 3D: All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power. (American Government and Politics)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 3D.1 Identify rules at school and in the local community and consider consequences for breaking rules.</p> <p>SS 3D.2 Describe fair ways for groups to make decisions.</p> <p>SS 3D.3 Describe ways that individuals influence each other.</p>	<ul style="list-style-type: none"> • Look at Martin Luther’s explanations of God’s rules—the Ten Commandments. Notice that he not only talks about what we should <i>not</i> do, he also talks about what we should do. Because of our sinful nature we can’t do either perfectly. Read what the apostle Paul says about this in Romans 7:15. We can live according to God’s will only if we have first been justified and forgiven through Christ Jesus, who sends the Holy Spirit to lead us and enable us to live a sanctified life, as He works through the means of grace. • Make a list of the Ten Commandments, not as “do not” statements, but as “can do” statements, emphasizing that we can do this only through the power of God working in us. • Work in small groups to write rules for places outside the classroom (e.g., the playground, lunchroom, gym, restrooms, chapel). Each group should come up with five rules for their specified location. Make posters with titles labeling each location. On each poster draw a large open hand; print a rule on each finger to show what we should do and should not do. Let God’s will always guide your actions as you work together for the common good, helping, forgiving, and caring about one another. • God’s plan of salvation for us included Jesus’ death and resurrection. But there was more to this plan. Because we sinners could not keep God’s Law, Jesus lived a perfect, sinless life, keeping God’s Law in our place. He was our substitute, doing what we could not do. Jesus did it for us. He obeyed the Law perfectly, and then He was



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		<p>punished because we couldn't obey perfectly. Jesus did this because He loves us and wants us to be forgiven, saved, and to live eternally with Him in heaven. Jesus has accomplished all this for us!</p> <ul style="list-style-type: none"> • Make a list of snack choices or recess game choices. Vote with your classmates on favorite choices. The winning vote will determine the next day's snack or recess game. Talk about how you feel if your choice was not selected. A good attitude would be another choice to make: you can choose to have a positive attitude toward the choice of the majority, and you can choose to be accepting of the wants of others, realizing that you do not need to expect to always get your way. Where can you get such an attitude? Pray together that God would lead you to have a humble and unselfish spirit. • Work in small groups to list the rights you believe you have. After five to ten minutes compare each group's list and revise them to make one list. Compare the class list and see how many match the Bill of Rights. Discuss the rights you have now and ones that will be yours in the future. Talk about how citizens can serve God when they use these rights and fulfill their responsibilities. • Write a sentence about the responsibility that comes with having a specific right (e.g., I have the right to use a public park for a picnic. It is my responsibility to clean up and not leave my trash when I am done). Refer to the Ten Commandments to help remember what and how God wants us to act in using our rights and fulfilling our responsibilities. Look to Him for forgiveness when we fail and to lead us to succeed according to His will. • Compile a list of questions to ask when facing a tough decision. Assess whether or not options are in line with God's will. Evaluate what part the decision plays in your spiritual life.
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		<ul style="list-style-type: none"> • Pray to God asking for His help and direction in making a specific decision or for general guidance in the decisions you make. • Choose a leader in your church or school who meets his or her responsibilities in that place. Identify their duties and what that person does to benefit your church or school. Write that person a thank-you letter for the way he or she serves Jesus. • Join classmates in listing examples of how each of them can show responsibility at school and at home, honoring God in all that they do. Read aloud Colossians 3:23, “Whatever you do, work heartily, as for the Lord and not for men” and 1 Corinthians 10:31, “So, whether you eat or drink, or whatever you do, do all for the glory of God.” • Memorize Psalm 118:8–9. “It is better to take refuge in the LORD than to trust in man. It is better to take refuge in the LORD than to trust in princes.” Emphasize that God’s way is the ultimate guiding factor in making decisions. • Matthew 27:11 and following tell about the way the decision was made to crucify Jesus. How was that decision made? Do you believe it was a fair decision? Why didn’t Jesus protest the injustice of the decision? Talk about the way the mob at Jesus’ trial was influenced by people who were planted in the crowd to guide them in their choice between Barabbas or Jesus. Discuss ways the children can avoid being a negative influence or being negatively influenced. The ultimate answer is to rely on the will and ways of the Lord. • Draw pictures of people in your family at home fulfilling some of their duties and responsibilities for the welfare of the family. Also include a picture of yourself doing some of your responsibilities at home. Ask God to lead family members to work together in all things for the glory and honor of God.
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		<ul style="list-style-type: none"> • Role-play situations that end differently, with one situation affected by a negative influence and the other by a positive influence. For example, children at a store see some of their favorite candy. One child says, “Take some. No one is looking.” The other child says, “I’ll come back tomorrow when I have money from my allowance.” Other situations could include a group of children watching someone drop a tray of food in the cafeteria, playing hide-and-seek as the mother of one of the children calls him to come home, or a group of children responding to a bully who has called them bad names. • Read 1 Corinthians 15:33. “Do not be deceived: ‘Bad company ruins good morals.’” Then consider the opposite thought, which is in James 1:16–17. “Do not be deceived my beloved brothers. Every good gift and every perfect gift is from above, coming down from the Father.”
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3D: American Government and Politics Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 3: Our Government School Year: _____				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 3D.1 Identify rules at school and in the local community and consider consequences for breaking rules.					
SS 3D.2 Describe fair ways for groups to make decisions.					
SS 3D.3 Describe ways that individuals influence each other.					



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Outcome: SS 3E All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena. (American Government and World Affairs)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 3E.1 Distinguish between events in this country and events abroad.</p> <p>SS 3E.2 Recognize that events in other countries can affect Americans.</p>	<ul style="list-style-type: none"> • Cut pictures from a magazine or newspaper to see the effects of sin in the events of the world. Glue these together on a large sheet of paper. Write “sin” over the picture to indicate that the whole world is influenced by the consequences of sin. On the top of the sheet glue a large cross to represent the Good News that Jesus died to take away our sin. Comment that for all sin there is only one Savior—Jesus Christ. • There are so many people in need or suffering from disasters around the world. In Matthew 25:34–40, we see that Jesus desires that we care about and care for the needs of other people. He even gives a special blessing by saying that when we help others in His name, it is the same as helping Jesus Himself! He desires that we reach out to people all over the world with compassion. Pray that God will guide our hearts to show love and compassion as He has done so for us. • Draw a picture of the president/governor/mayor. Pray that God would guide this person as he or she leads. Send the pictures to the leader together with a note indicating you are praying for them. • Can you name the person who is the leader of our country? Can you name any of the leaders of other countries around the world? Pray that God will guide all leaders to work together for peace in the world. • To those who believe in Jesus as Savior, Jesus is also their King. Tell or show by drawing a picture what it means that Jesus is the ruler of your life.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3E: American Government and World Affairs Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 3: Our Government				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
SS 3E.1 Distinguish between events in this country and events abroad					
SS 3E.2 Recognize that events in other countries can affect Americans.					



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Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 1 – Unit 4: Working in our Community

Outcome: SS 4 A: All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society. (Individual and Household Choices)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 4A.1 Identify ways families produce and consume goods and services.</p> <p>SS 4A.2 List ways that individuals can conserve limited resources.</p>	<ul style="list-style-type: none"> • Honor a church/school staff worker each month by making a bulletin board display using the information and pictures from the interview. Make a card of appreciation for that worker during the month the person is honored. Add the worker to your class prayer list. • Discuss ways in which church workers provide both goods and services in their work. Work with your classmates to develop a list of the goods and services these workers provide in the name of Jesus. • Jesus was often called “Teacher” by His disciples and others. A certain ruler once said to Jesus, “Good Teacher, what must I do to inherit eternal life?” (Luke 18:18). What is the only answer to this question? In what ways do the teachers at your school help you to know the way to heaven? How do the teachers in your school differ from those teaching in public schools? • Your teachers help you to learn many things. Once Jesus’ disciples asked Jesus to teach them how to pray. Jesus taught them to say the Lord’s Prayer. Learn about the Lord’s Prayer (what it means) and learn how to say it (memorize it). • Draw an enlarged outline of a hand on poster paper. List the natural resources found in your local area or region. Cut pictures of these resources from papers or magazines. Glue these pictures onto the



		<p>hand to draw attention to the fact that we receive these and all other gifts and blessings from the hand of our loving and gracious God. Label your poster “We Thank You, God!”</p> <ul style="list-style-type: none"> • We have many blessings, including the blessing of water. Water is a necessity for life. Water is an essential part of one of God’s gifts to us— Baptism— which is God’s Word along with water, and offers us forgiveness of sins, washing them away through the redeeming action of Jesus Christ. As Martin Luther explains in the catechism, where there is forgiveness, there is also life and salvation. Look at the baptismal font in your church and draw a picture of it. Print this caption on your picture: “In the name of the Father and of the Son and of the Holy Spirit.” <p>These words tell us that Christians are baptized in the name of the triune God.</p> <ul style="list-style-type: none"> • Because God loves us, He gives us abundantly more than we deserve or require. Complete the following to illustrate this truth. The first one is done for you. We need food. God gives us food, even desserts like chocolate sundaes. We need clothes. God give us clothes, including _____. <p>We need a place to live. God gives us a place to live, plus _____.</p> <p>We deserve punishment. God sent us Jesus to _____.</p> <p>We deserve eternity in hell. God gives us the free gift of _____.</p> <ul style="list-style-type: none"> • Sing, “I Am Jesus’ Little Lamb.” What blessings from God make you “glad at heart”?
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Individual and Household Choices Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 4: Working in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 4A.1 Identify ways families produce and consume goods and services.					
SS 4A.2 List ways that individuals can conserve limited resources.					



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Outcome: 4B: All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace. (Business Choices)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 4B.1 Connect economic needs with businesses that meet them.</p> <p>SS 4B.2 Select a particular good or service and describe the types of resources necessary to produce and distribute it.</p>	<ul style="list-style-type: none"> • Answer the basic economic questions in reference to our Savior Jesus. <i>What</i> is the product He provides? (forgiveness, life, and salvation) <i>How</i> did He produce these great gifts? (through His death on the cross and resurrection at Easter) <i>For whom</i> was this done? (for the whole world, and received by faith) • List the goods and services (blessings) God has provided and continues to provide to us and to all people. Then in thanksgiving, pray together the words of Psalm 145:16, “The eyes of all look to You, and You give them their food in due season. You open Your hand; You satisfy the desire of every living thing.” • Draw an enlarged outline of a hand on poster paper. List the natural resources found in your local area or region. Cut pictures of these resources from papers or magazines. Glue these pictures onto the hand to draw attention to the fact that we receive these and all other gifts and blessings from the hand of our loving and gracious God. Label your poster “We Thank You, God!” • We have many blessings, including the blessing of water. Water is a necessity for life. Water is an essential part of one of God’s gifts to us— Baptism— which is God’s Word along with water, and offers us forgiveness of sins, washing them away through the redeeming action of Jesus Christ. As Martin Luther explains in the catechism, where there is forgiveness, there is also life and salvation. Look at the baptismal font in your church and draw a picture of it. Print this caption on your picture: “In the name of the Father and of the Son and of the



		<p>Holy Spirit.”</p> <p>These words tell us that Christians are baptized in the name of the triune God.</p> <ul style="list-style-type: none"> • If possible, invite a published author to visit your school and/or classroom to share the process of writing and publishing a book. Then take a field trip to a local bookstore and talk with the owner to discover what is involved in opening and running a bookstore to make favorite books available for purchase. Upon returning to the classroom, work together to create a giant story board or web across a bulletin board or wall showing the process of how an idea becomes a story that eventually ends up in your classroom or home. • Read the book <i>Everybody Eats Bread</i> by Diana Noonan. Discuss why Jesus called himself the bread of life in John 6:48. He goes on in verse 51 to say, “I am the living bread that came down from heaven. If anyone eats of this bread, he will live forever. And the bread that I will give for the life of the world is My flesh.” Which Sacrament has bread along with God’s Word and one other element? What is a sacrament and what is God’s sacramental promise? • Discuss ways in which church workers provide both goods and services in their work. Work with your classmates to develop a list of the goods and services these workers provide in the name of Jesus. • Jesus was often called “Teacher” by His disciples and others. A certain ruler once said to Jesus, “Good Teacher, what must I do to inherit eternal life?” (Luke 18:18). What is the only answer to this question? In what ways do the teachers at your school help you to know the way to heaven? How do the teachers in your school differ from those teaching in public schools?
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		<ul style="list-style-type: none">• Your teachers help you to learn many things. Once Jesus' disciples asked Jesus to teach them how to pray. Jesus taught them to say the Lord's Prayer. Learn about the Lord's Prayer (what it means) and learn how to say it (memorize it).
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Business Choices Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 4: Working in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 4B.1 Connect economic needs with businesses that meet them					
SS 4B.2 Select a particular good or service and describe the types of resources necessary to produce and distribute it.					



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Outcome: 4C: All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production. (Role of Government)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 4C.1 Describe a good or service provided by the local government and the method of payment.</p> <p>SS 4C.2 Identify the goods and services their school provides and the people who provide them.</p> <p>SS 4C.3 Identify an unmet local economic need and propose a plan to meet it.</p>	<p>Integrating the Faith Activities (I.F.)</p> <ul style="list-style-type: none"> • Choose one of the workers at your school. Make a list of the ways he or she shares the love of Jesus in his or her job. • Write and/or dramatize a story about one of the workers in an environment other than church and school. Have the story focus on how that person shared his or her faith in Jesus in their daily work. • Honor a church/school staff worker each month by making a bulletin board display using the information and pictures from the interview. Make a card of appreciation for that worker during the month the person is honored. Add the worker to your class prayer list. • Discuss ways in which church workers provide both goods and services in their work. Work with your classmates to develop a list of the goods and services these workers provide in the name of Jesus. • Jesus was often called “Teacher” by His disciples and others. A certain ruler once said to Jesus, “Good Teacher, what must I do to inherit eternal life?” (Luke 18:18). What is the only answer to this question? In what ways do the teachers at your school help you to know the way to heaven? How do the teachers in your school differ from those teaching in public schools? • Your teachers help you to learn many things. Once Jesus’ disciples asked Jesus to teach them how to pray. Jesus taught them to say the Lord’s Prayer. Learn about the Lord’s Prayer (what it means) and learn how to say it (memorize it). • Answer the basic economic questions in reference



		<p>to our Savior Jesus. <i>What</i> is the product He provides? (forgiveness, life, and salvation) <i>How</i> did He produce these great gifts? (through His death on the cross and resurrection at Easter) <i>For whom</i> was this done? (for the whole world, and received by faith)</p> <ul style="list-style-type: none">• List the goods and services (blessings) God has provided and continues to provide to us and to all people. Then in thanksgiving, pray together the words of Psalm 145:16, “The eyes of all look to You, and You give them their food in due season. You open Your hand; You satisfy the desire of every living thing.”
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

<p>4C: Role of Government</p> <p>Teacher Name: _____</p> <p>Grade Level: 1</p>	<p>Curricular Area: Social Studies ~ Unit 4: Working in our Community</p> <p>School Year:</p>				
<p>Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)</p>	<p>Dates Taught (month/day/initials):</p>				
<p>SS 4C.1 Describe a good or service provided by the local government and the method of payment.</p>					
<p>SS 4C.2 Identify the goods and services their school provides and the people who provide them.</p>					
<p>SS 4C.3 Identify an unmet local economic need and propose a plan to meet it.</p>					



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Outcome: 4D: All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. (Economic Systems)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 4D.1 Identify examples of markets they experience in their daily life.</p> <p>SS 4D.2 Distinguish between producers and consumers in a market economy</p>	<ul style="list-style-type: none"> • List places where you have been involved in the buying or selling of goods (e.g., mall, craft fair, garage sale, gas station, and specific stores identified by name). Point out that these items are still blessings from God though you were required to purchase them. Bring an item you purchased to show the class. Identify the raw materials in creation from which your item was made. • Place the title “Producers” at the top of one sheet of paper and the title “Consumers” at the top of another. Cut out pictures from magazines and paste them on the appropriate piece of paper to indicate producer and consumers. Thank God for providing both and for helping us to support one another economically. • Would you more appropriately describe our Savior Jesus as a producer or a consumer? Jesus is totally a producer. As true God He was present and active at creation. He has produced for us forgiveness, life, and salvation. He offers uncounted blessings to us and we, as consumers, receive His good gifts, relying on Him totally each day, now and to eternity. • List items you have consumed in the past twenty-four hours. Talk about the Fourth Petition of the Lord’s Prayer (“Give us this day our daily bread”) and its explanation in the catechism. It includes a list of things that we purchase or consume such as “food, drink, clothing, shoes, house,



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		<p>home.” When we pray this part of the Lord’s Prayer, we ask God to continue to give us the good things we consume each day.</p> <ul style="list-style-type: none"> • Create a card or write a thank-you note to some of the service providers (producers) who help to improve your life. Possibilities include the garbage man, the postal service worker, and those who come to your home to make repairs. Comment on how these people perform (produce) a meaningful service in your community as one of God’s blessings to you. • Brainstorm a list of those who provide a service in our faith community. Possibilities include the pastor, teachers, director of Christian education, and director of music. Talk about how these workers serve both God and others in a special way as full-time church workers. Invite a church worker to talk to the class about the service he or she provides to God’s people, how he or she prepared to do the work, the joys, the challenges, and so on.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4D: Economic Systems Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 4: Working in our Community				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	School Year:				
SS 4D.1 Identify examples of markets they experience in their daily life.	Dates Taught (month/day/initials):				
SS 4D.2 Distinguish between producers and consumers in a market economy.					



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Outcome: 4E: All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government. (Trade)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 4E.1 Recognize economic exchanges in which they participate.</p> <p>SS 4E.2 Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</p>	<p>Integrating the Faith Activities (I.F.)</p> <ul style="list-style-type: none"> • Write about an errand you have gone on with your mom or dad. Tell if it was for goods or services. <p>Name the place and the people who provided the goods or services. Draw a picture of the errand. Recognize God’s hand in providing all things and the talents of the people at the place visited.</p> <ul style="list-style-type: none"> • Go through newspapers or magazines and cut out ads to put on class posters. Have one poster for goods and one for services. The overall title is “God Provides Us with Everything • Even today, there are many people who barter for services or products. If you were to use bartering, what service or possession might you use to trade for something you want? Is there ever a time you would like to be able to give a gift back to God, but realize you don’t have money to give? What could you do for God or God’s people as a gift to Him? Remember the Christmas song “The Little Drummer Boy”? He played his drum as a gift for baby Jesus. • Together as a class, plan a special service project for your church or school to show Jesus your love and thanks for all His gifts. The project could raise money for a charity, or could involve a collection of food, toys, clothing, or blankets for those in need. • Talk about how different our church services would be today if God’s people brought Him offerings of animals like they did in the Old Testament



		<p>times rather than money. In New Testament times, people sometimes brought money, usually Roman coins. See the Bible story of the widow bringing her offering of “two small copper coins” in Luke 21:1–4. Sometimes people still offered animal offerings, as did Mary and Joseph forty days after baby Jesus was born. See Luke 2:22–24.</p> <ul style="list-style-type: none"> • Organize yourself and three or four others into a simple assembly line to make a dozen or so Christmas, Easter, or birthday cards. First, have one person design the project. Another person can locate the materials needed, and someone can prepare the materials, arranging them for the assembly line process. One person can cut out all design elements, another person can fold the card in half, another can glue on designs, others can add crayon embellishments, and another can add the lettering. When the cards are finished, the next person can stack the cards, add envelopes, and package them. Point out that in this process, each person has one specialized task that they can learn to do well. They don’t have to learn all of the tasks. Point out that God gives us various talents and abilities. By working together and using our talents well, we can work to do God’s will for the glory of His kingdom. Note that in the Church, work is often divided up according to abilities. For example, some people are missionaries, some train missionaries to do their jobs, others support missionaries financially, and others produce materials the missionaries can use.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4E: Trade Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 4: Working in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 4E.1 Recognize economic exchanges in which they participate.					
SS 4E.2 Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services					



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Michigan District Lutheran School Curriculum *Outcomes*

Curricular Area: Social Studies Grade 1 – Unit 5: Citizens in our Community

Outcome: 5A: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information Processing)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 5A.1 Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.</p> <p>SS 5A.2 Acquire information from observation of the local environment.</p> <p>SS 5A.3 Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</p>	<ul style="list-style-type: none"> • Draw pictures of the various types of weather experienced in your area and combine the pictures into a class book. In your pictures show blessings connected with each type of weather (e.g., snowy days are good for making snowmen, for sledding, for making snow angels, for building structures out of snow). Thank God for the blessings He provides through each kind of weather. Laminate the book to put in the classroom library. • Review the Bible story or read the Arch® Book <i>Jesus Stills the Storm</i>. Emphasize Jesus’ protection for us in all weather. • Tie in weather to the story of Noah and the ark. Make art pictures of the ark and glue on animal crackers. Discuss God’s protection for us in storms today. • On a prepared and dried papier-mâché globe, paint the oceans, the continents, and your state. As you are working on the project, sing the Christmas carol “Joy to the World.” Remember that God not only created the world, He sent Jesus to save the world so that all people who believe in Him will have eternal life. Spend time in prayer for the salvation of people around the world and for peace on Earth. • Make a simple map of your church sanctuary. Draw pictures to show the baptismal font, the pulpit, and the altar. Talk about how God’s Word is



		<p>received through Baptism, the Lord’s Supper, and as it is heard in the pastor’s sermon.</p> <ul style="list-style-type: none"> • Make a simple map on which you show the position of your home, church, and other places that are important to you (e.g., parks, grocery store, library). Talk about all the good things God gives you. Remember, we ask God to continue to give us these good things when we pray “Give us this day our daily bread” in the Lord’s Prayer. • Using a large floor map, take turns giving each other directions to various points on the map. Use paper dolls cut out of catalogues and glued or taped onto tissue tubes to “walk” to the location directed. • Work as teams of students to create a map of the classroom. Be sure to include a map key showing important places in the classroom using whatever symbols they choose for those places. A compass rose should show the directions. Attach a prayer for the individuals in the class. • Spin a globe. Identify the location on the globe your finger points to as the globe stops. Pray that those living in this location will come to know Jesus as their Savior and Lord. • Use a permanent marker to draw the seven continents on the outer peel of a fresh orange. Talk about all the people and various types of climates and plants God created in our world. Then peel the orange and enjoy it as a nutritious snack. Flatten the peel. Talk about the challenge of showing the round earth on a flat map. • Trace the outline of your state onto a large map of the USA. Draw the state by looking at a professionally made map or trace around wooden or cardboard pieces from a map puzzle. Read the children’s book <i>Me on the Map</i> by Joan Sweeny. It is an introduction to exactly where you are in the world, in the U.S., in your state, and in the town
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		<p>where you live. The book shows the main character creating maps of his room and town. Draw a map of either your room at home, classroom, or town. Then draw God's arms encircling the entire picture.</p> <ul style="list-style-type: none"> • Dramatize the story of the temptation of Jesus in the desert (Matthew 4:1–11). Describe the desert setting. Talk about how Jesus suffered and resisted temptation in our place. • The writer of the Book of James talks about how a tiny flame can set a forest ablaze. Comment that the flame reminds us of the tongue, which though small like a tiny spark of fire, can do great harm. See James 3:5–6. • Create a poster to illustrate Isaiah 1:18. "Though your sins are like scarlet, they shall be as white as <i>snow</i>." • Create a bulletin board with a blue background. Put large cutout shapes of each of the continents in place. Label the continents and each of the major oceans. After talking about the world and where everything fits, play a game with the parts. Remove all the continents cards, and try to replace them in the correct location. (When you begin this game, have an outline of where each continent goes on the map to make it easier at first. In time you can work with the labeled shapes on a blank surface, and eventually use just the shapes without the labels.) Remember that God made the continents when He separated the land from the water on Day 3 of creation. • Identify the blue areas on a map or globe as representing water. Talk about water being essential for life. The abundance and necessity of water reminds us of our Baptism. Baptism is essential for spiritual life. Create Baptism birthday cards. • Ask parents or grandparents to tell you their favorite Bible story. Thank God for this important source of information about God's love.
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		<ul style="list-style-type: none">• A visual source of biblical information is often found in classical paintings. Pick out several favorites from encyclopedias or Bible storybooks and explain what you can learn from these pictures.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5A: Information Processing Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 5: Citizens in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 5A.1 Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.					
SS 5A.2 Acquire information from observation of the local environment.					
SS 5A.3 Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.					



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Outcome: 5B: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting Investigations)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 5B.1 Pose a question about life in their school or local community.</p> <p>SS 5B.2 Gather and analyze information in order to answer the question posed.</p> <p>SS 5B.3 Construct an answer to the question posed and support their answer with evidence.</p> <p>SS 5B.4 Report the results of their investigation.</p>	<ul style="list-style-type: none"> • Write an editorial for your local school and/or community newspaper praising an unsung hero who shares Jesus’ love in your community. Talk to your parents about the project and then nominate one or more persons. After discussing and praying about the nominees, vote as a class to choose the person. Then write the editorial together and send it to the paper. • List the ways your family is involved in your church community. Together with your family members choose and implement a project to share the love of Jesus in your neighborhood community. • List several of the institutions and organizations in your community (e.g., hospital, assisted living facilities, community colleges or universities, schools, museums, libraries) that your family especially values. Bring this information to class. Work together to create a class book showing those institutions and organizations and several of the activities they facilitate or promote for the common good. Talk about the ways God blesses His people through groups such as these and the work they do. • Take a field trip to one or more of the previously listed institutions or organizations in your community. When you return, create a language experience story describing what you saw and how that group contributes to the common good. Talk about how these people can show God’s love to others. Write a letter thanking them for the good work they do.



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		<ul style="list-style-type: none"> • If you are looking for information about your local community, the best places to start looking are the library, the Chamber of Commerce, the Tourist Information Bureau, and a history museum. These sources can not only give you information, but they can also suggest other sources to contact. Write to one of these sources for information individually or in groups. Note: Not all communities will have all of these sources. You may have to write to a state agency or to the organizations in a nearby larger city. As you learn more about your community, give thanks to God for the many blessings you have around you. • List the things you need outside of your home (e.g., a place to worship God, a place to buy groceries, a place to play, a place to go for car repairs). Draw pictures of these places as you construct your own community service directory. As you consider how other people serve you, consider also how you may serve others. Galatians 5:13 says, “But through love serve one another.” • Your church is an important part of your community. List all the things your church provides to your family and others. Thank God for your church and those who worship there. A good source of information about your church is your church’s directory. Also, if your church has celebrated a special anniversary, ask if a book was made giving historical and operational information about your congregation.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5B: Conducting Investigations Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 5: Citizens in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 5B.1 Pose a question about life in their school or local community.					
SS 5B.2 Gather and analyze information in order to answer the question posed.					
SS 5B.3 Construct an answer to the question posed and support their answer with evidence.					
SS 5B.4 Report the results of their investigation.					



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Outcome: 5C: All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue. (Identifying and Analyzing Issues)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 5C.1 Pose a question about matters of public concern that they have encountered in school or in the local community.</p> <p>SS 5C.2 Compare their own viewpoint about the matter raised with that of another individual.</p>	<ul style="list-style-type: none"> • As a group, create stories of children in a situation that demonstrates honesty, another one that demonstrates truthfulness, and another that shows respect. • Look at the book <i>God's Ten Commandments</i> by Carolyn Bergt (available from Concordi Publishing House). This book summarizes each of the Ten Commandments in a short statement about respect. These are positive applications of the Law, indicating what God leads us to do through His power that justifies and sanctifies us so that we may live as His children. Create stories to explain the illustrations that accompany each commandment.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5C: Identifying and Analyzing Issues Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 5: Citizens in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 5C.1 Pose a question about matters of public concern that they have encountered in school or in the local community.					
SS 5C.2 Compare their own viewpoint about the matter raised with that of another individual					



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Outcome: 5D All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions. (Group Discussion)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 5D.1 Engage each other in conversations about issues pertaining to governing their school.</p>	<ul style="list-style-type: none"> • There are rules just about everywhere we turn. Society is based on laws and legalities. As people of God, we have His laws too. But there is a major difference between society in general and God specifically. God’s treatment of us is not based on the Law; it is based on His love, grace, and mercy that we have through Jesus. We live in obedience, not because we are afraid of the Law’s punishment, but because we have been made people of God, who by the new nature He creates in us, want to follow His will. Our purpose and motivation is different; it is a response in gratitude for all He has done for us. • Talk about why different rules often apply in different circumstances. For example, discuss the difference in expected behavior when worshiping in church and when at recess at school.



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5D: Group Decisions Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 5: Citizens in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 5D.1 Engage each other in conversations about issues pertaining to governing their school.					



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Outcome: 5E: All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments. (Persuasive Writing)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 5E.1 Compose brief statements expressing a decision on an issue in the school or local community.</p>	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5E: Persuasive Writing Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 5: Citizens in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 5E.1 Compose brief statements expressing a decision on an issue in the school or local community.					



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Outcome: 5F All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. (Responsible Personal Conduct)

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Integrating the Faith Activities (I.F.)
<p>Coming soon: check state web site at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232_35241---,00.html</p>	<p>SS 5F.1 Help to determine, interpret and enforce school rules.</p> <p>SS 5F.2 Participate in projects designed to help others in their local community.</p>	<ul style="list-style-type: none"> • Look at Martin Luther’s explanations of God’s rules—the Ten Commandments. Notice that he not only talks about what we should <i>not</i> do, he also talks about what we should do. Because of our sinful nature we can’t do either perfectly. Read what the apostle Paul says about this in Romans 7:15. We can live according to God’s will only if we have first been justified and forgiven through Christ Jesus, who sends the Holy Spirit to lead us and enable us to live a sanctified life, as He works through the means of grace. • Make a list of the Ten Commandments, not as “do not” statements, but as “can do” statements, emphasizing that we can do this only through the power of God working in us. • Work in small groups to write rules for places outside the classroom (e.g., the playground, lunchroom, gym, restrooms, chapel). Each group should come up with five rules for their specified location. Make posters with titles labeling each location. On each poster draw a large open hand; print a rule on each finger to show what we should do and should not do. Let God’s will always guide your actions as you work together for the common good, helping, forgiving, and caring about one another. • God’s plan of salvation for us included Jesus’ death and resurrection. But there was more to this plan. Because we sinners could not keep God’s Law, Jesus lived a perfect, sinless life, keeping God’s Law in our place. He was our substitute, doing what we could not do. Jesus did it for us. He obeyed the Law perfectly, and then He was



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		<p>punished because we couldn't obey perfectly. Jesus did this because He loves us and wants us to be forgiven, saved, and to live eternally with Him in heaven. Jesus has accomplished all this for us!</p> <ul style="list-style-type: none"> • Breaking rules and disobeying laws always have consequences. There will be results. Give the consequences that are likely to follow each of these actions. A boy lied about not doing his homework, saying that he forgot it at home. A girl angrily pushed her sister causing her to fall down the stairs. A tired and overworked grocery store owner yelled at a group of customers telling them to leave the store and never come back. • On the word wall, write the name of various kinds of sins. Place strips of paper containing arrows on the wall pointing to a large cross as a reminder that Jesus took the consequences for our sins upon Himself when He died on the cross in our place. • Share the rules you have in your classroom and homes. Talk about the consequences for breaking them. Pray that God will lead you to be more obedient to His will, giving you the guidance and help that only He can give. • Talk about community rules and their consequences. Draw pictures of people breaking a community rule. Invite students to guess what community rule is being broken and to identify the consequences. Match the broken rule with the commandment to which the broken rule most closely relates. List some of the people who enforce community rules such as the police and fire departments and health safety officials. Ask God to be with these people, blessing them for the important work they do to make our communities a better place to live. • Matthew 5:41 says, "And if anyone forces you to go one mile, go with him two miles." Give other
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		<p>examples of someone exceeding the expectations of the Law. Note: We will fail in reaching these goals because we are sinners, but Jesus is always there to forgive us, to lift us up, and to strengthen us through Word and Sacrament to go on.</p> <ul style="list-style-type: none"> • Brainstorm rules that might help when two people have a conflict with each other. Make a list of those rules. Consider how these rules are like some of the rules God has already given us. How could nations benefit by obeying these same rules? • Make a list of snack choices or recess game choices. Vote with your classmates on favorite choices. The winning vote will determine the next day's snack or recess game. Talk about how you feel if your choice was not selected. A good attitude would be another choice to make: you can choose to have a positive attitude toward the choice of the majority, and you can choose to be accepting of the wants of others, realizing that you do not need to expect to always get your way. Where can you get such an attitude? Pray together that God would lead you to have a humble and unselfish spirit. • Work in small groups to list the rights you believe you have. After five to ten minutes compare each group's list and revise them to make one list. Compare the class list and see how many match the Bill of Rights. Discuss the rights you have now and ones that will be yours in the future. Talk about how citizens can serve God when they use these rights and fulfill their responsibilities. • Write a sentence about the responsibility that comes with having a specific right (e.g., I have the right to use a public park for a picnic. It is my responsibility to clean up and not leave my trash when I am done). Refer to the Ten Commandments to help remember what and how God wants us to act in using our rights and fulfilling our responsibilities. Look to Him for forgiveness when
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		<p>we fail and to lead us to succeed according to His will.</p> <ul style="list-style-type: none"> • Choose a leader in your church or school who meets his or her responsibilities in that place. Identify their duties and what that person does to benefit your church or school. Write that person a thank-you letter for the way he or she serves Jesus. • Join classmates in listing examples of how each of them can show responsibility at school and at home, honoring God in all that they do. Read aloud Colossians 3:23, “Whatever you do, work heartily, as for the Lord and not for men” and 1 Corinthians 10:31, “So, whether you eat or drink, or whatever you do, do all for the glory of God.” • Draw pictures of people in your family at home fulfilling some of their duties and responsibilities for the welfare of the family. Also include a picture of yourself doing some of your responsibilities at home. Ask God to lead family members to work together in all things for the glory and honor of God. • Compile a list of questions to ask when facing a tough decision. Assess whether or not options are in line with God’s will. Evaluate what part the decision plays in your spiritual life. • Pray to God asking for His help and direction in making a specific decision or for general guidance in the decisions you make.
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

5F: Responsible Person Conduct Teacher Name: _____ Grade Level: 1	Curricular Area: Social Studies ~ Unit 5: Citizens in our Community School Year:				
Michigan Standards, <i>Benchmark</i> or Grade Level Content Expectations (The italicized indicates the one used)	Dates Taught (month/day/initials):				
SS 5F.1 Help to determine, interpret and enforce school rules.					
SS 5F.2 Participate in projects designed to help others in their local community.					



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