



Gulfport School District
Social Studies Instructional Strategies



Check Grade Level K_x__ 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__

Competency: __1__ Content Standard(s):c GSD 1,2

Develop an understanding of home/self in relationship to the expanding horizontal theme

1c Describe personal physical changes over time

GSD 1 Understand vocabulary related to time, such as long ago or tomorrow

GSD 2 Understand calendar time, including days, weeks and/or months

Vocabulary: sequence, change, grow, past, present, today, tomorrow, future

Teaching Strategy(ies):

- **The teacher will read Love You Forever, discuss growing up & changing (past to present)**
- **The teacher will model a pictorial time line or flow map of self from birth to present (use photos or draw pictures)**
- **The student will create a pictorial time line or flow map of self from birth to present (use photos from home or draw pictures.)**
- **Locate the day on the calendar, identify yesterday, today, tomorrow, last month...**

Materials: Love You Forever, example of timeline/flow map, pictures or drawing material

Competency: __2__ Content Standard(s): a,b,e,f GSD 8, 9, 10, 11, 13

Acquire the characteristics to be a responsible citizen in the United States

2a Explain the purpose of rules and laws and why they are important in the home and classroom

2b Recognize authority figures in the home and school

2e Discover the relationship among people, places and environments

2f Recognize responsibilities of the individual

GSD 8 Name/list problems that may result from absence of rules

GSD 9 Recognize the characteristics common to good citizenship, such as sharing and taking turns

GSD 10 Identify examples of good citizenship

GSD 11 Understand the need for rules and the consequences of breaking those rules

GSD 13 Identify various groups of people

Vocabulary: rules, consequences, responsibility, respect, courtesy, honest, self-respect, property, public, authority, cause, effect,

Teaching Strategy(ies):

- Read No David, and David Goes to School, discuss need for rules, the consequences of breaking rules, importance of rules, getting along with others....
- Role play class/school rules, good & bad choices, discuss scenarios
- Create a multi-flow map showing cause/effect relationships regarding absence of rules

Materials:

No David, David Goes to School, multi-flow maps



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Competency: __1__

Content Standard(s): a b

Develop an understanding of home/self in relationship to the expanding horizontal theme

1a Identify the student's role in his/her immediate family

1b recognize non-traditional families

1e identify students responsibilities at home and in school

GSD 14 identify and understand information presented in a simple family tree

GSD 17 develop own family/life time line

Vocabulary: *responsibility, parents, family, mother, father, sister, brother*

Teaching Strategy(ies):

Discuss families and roles of family members, different (non-traditional) families

- *Create a tree map of your family and each person's*
- *Teacher will model a family tree for students*
- *Create a family tree*
- *Create a time line of student's life*

Materials: *tree map, family tree, paper, pencil*

Competency: *1 Develop an understanding of home/self in relationship to the expanding horizontal*

5 Integrate connect and apply social studies into other subject areas and everyday life

Content Standard(s): *1d recognize varieties of family life and cultures*

5b recognize that various cultures utilize various styles of writing

5d recognize that various cultures enjoy different styles of music, art, dress, food, and languages

GSD15 Demonstrate knowledge of holidays and countries around the world

GSD16 Use stories, songs, and celebrations to understand cultural heritage

Vocabulary: *country, culture, difference, similarity, heritage*

Teaching Strategy(ies):

- *Read a story on another culture, compare and contrast with our own culture, discuss holidays celebrated, foods, daily life*

- **Sample foods from other culture & compare with traditional American foods**
- **Make a craft from the country/culture being studied**
- **Display variety of writings (Japanese, Greek, international symbols,) discuss similarities/differences**
- **Invite guest speaker to dress in costume/traditional dress of country and share with students**

Materials:



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Competency: 4

Identify the interdependence of economics

Content Standard(s): a state the needs and wants of self and family as consumers

Vocabulary: needs, wants, necessary,

Teaching Strategy(ies):

- Discuss the difference in needs and wants
- Create a circle map for needs and circle map for wants
- Create a double bubble map comparing/contrasting needs and wants

Materials: paper, pencil

Vocabulary:

Teaching Strategy(ies):

Materials:



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Competency: 4

Identify the interdependence of economics

Content Standard(s): a state the needs and wants of self and family as consumers

Vocabulary: needs, wants, necessary,

Teaching Strategy(ies):

- Discuss the difference in needs and wants
- Create a circle map for needs and circle map for wants
- Create a double bubble map comparing/contrasting needs and wants

Materials: paper, pencil

Vocabulary:

Teaching Strategy(ies):

Materials: