

# Instructional Unit Title: Change Happens

Social Studies  
1<sup>st</sup> Grade

The teacher may use examples from his/her personal history to engage students in a discussion of family changes so that students can begin recognizing that change is a natural occurrence in life and happens within all families.

The teacher may brainstorm with students past and present home responsibilities so that students can identify the ways in which growing up (change over time) can alter expectations for and behaviors of family members.

The teacher may choose one significant event that occurred in his/her personal family history (moving, addition of a sibling, etc.) so that students can identify similar significant events in their lives and begin considering the changes that occurred in family (roles/relationships) as a result of the event.

The teacher may revisit examples from previous discussions to model the creation of a timeline documenting significant changes in his/her family so that students can begin to identify the chronology of significant events in their unique family histories.

The teacher may brainstorm with students the characteristics of their surroundings so that students can identify the unique physical attributes of their environment.

The teacher may bring in artifacts and/or images of artifacts related to a particular environmental event (e.g., snow/snowstorms) so that students can begin to understand how families adapt to physical changes (events) in the environment.

The teacher may brainstorm with students all of the changes they have noticed in their environment over time so that students can connect the specific ways in which seasons, weather, and human development alter the environment.

The teacher may use a variety of resources (texts, images, videos, etc.) illustrating lives in a dramatically different physical environment to enable students to begin to comprehend the different adaptations (activities, jobs, etc.) made by families.

The teacher may bring in guest speakers representing different vocations (specific to the local environment) so that students can connect jobs/careers to the unique environment in which they live.

The teacher may bring in materials or images of materials used locally (wood chips, wind generators, composter, seeds, etc.) to help students consider the ways in which they interact with and/or utilize the environment in which they live.

The teacher may use photographs, maps, brochures, and newspapers related to particular seasonal activities they engage(d) in with their families so students can begin to understand how physical changes (seasonal) in the environment can change family interactions.

The teacher may bring in guest speakers to discuss a significant human development (e.g., the building of a new school) in the local environment so students can begin to consider how human developments can change the lives of families.

**PERFORMANCE ASSESSMENT:** As an experienced 1<sup>st</sup> grade student, you have been asked to teach younger kids about your experiences with change. You and your classmates are going to create a "guidebook" for surviving the natural changes that occur in families and to the environments where families live. You will use your vast personal family experiences to prepare your younger peers to take on the challenges of life. Once the book is completed (published) you will present this book to kindergarten and/or preschool classes in your school!

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.