Title: Time Line

Subject Matter Emphasis and Level: Social Studies  First Grade

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Brief Description of the Lesson/Unit:
Students will create a time line depicting their life from birth to present time.

SD Content Standards:

1.US. 1.1. Students are able to use times from birth to present to relate self and family to changes over time.
Stage 1: Identify Desired Results

1. **What enduring understandings are desired?**  
   Students will understand that a timeline is a unique way to compile information (past to present). Students will realize that a timeline is a visual tool to measure time and events in an organized way.

2. **What essential questions will guide this unit and focus teaching/learning?**  
   What is the purpose of a timeline?  
   Where do we get information for a timeline?

3. **What key knowledge and skills will students acquire as a result of this unit?**  
   As a result of this unit, students will understand that the “timeline” represents important events in their lives in the order that they occurred. Students will be able to interpret the information on the timeline by reading left to right.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**  
   Students might not know what the term “timeline” means. Students might not realize that “timelines” can be used to compile information in many different areas. (weather, transportation)

Stage 2: Determine Acceptable Evidence

1. **What evidence will show that students understand?**

   **Performance Tasks:**  
   Students will design a personal timeline  
   Students will orally interpret their personal timeline  
   Students will write about their personal timeline  
   Students will be able to interpret classmates timelines  
   Students will be able to make timelines on other subjects.
1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**

- Class discussions
- Classmate conferences/discussions
- Conversations with parents (asking questions)

**Materials & Resources (technology & print):**

- Examples of “timelines” in textbook
- Examples on the Internet

**Management:**

**Support Services and Special Teacher Notes:**

- Peers
- Parents

**Extensions and Adaptation:**

Students will be able to construct and interpret timelines in other subject areas.
2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

- Class discussion
- Family discussions
- Individual timelines

**Differentiated Content:**

- Peer discussion
- Family discussion

**Differentiated Product:**

- A student developed timeline:
- Video
- Presentations
- Photographs