

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

Grade 1 Social Studies

Course # 21

Length of Period (mins.) 30

Periods per Week: 3

Length of Course (yrs.) 1.0

Adopted: 4/25/05

Developed by:

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Description of Course

Course Title:

Grade 1 Social Studies - #21

Goals:

- To further develop students' understanding of their families and the school
- To develop an awareness of their neighborhood and the functions of various members of the neighborhood
- To develop a basic working knowledge of maps and globes

Text:

School and Family, Houghton-Mifflin, 2005

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Social Studies
K – 5 Units

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
School/Civics	People Everywhere	Places Near and Far	Communities and Geography	Regions	Exploration and Settlement
Family	Where We Live	Our Country Long Ago	America's Early Communities	The East	American Revolution
Economics	The World of Work	America at Work	People Move From Place to Place	The South	A New Nation
Geography/Map and Globe Skills	Everything Changes		Community Government	The Midwest	Citizenship
Citizenship	Good Citizens		Making Economic Choices	The West	Economics
Holidays/Current Events				Pennsylvania Geography	
				Pennsylvania: Founding and Development from beginning to 1824	

Unit	Num	Objective	Level	Content	Evaluation	Standard
People Everywhere	1	Students will identify roles of family members and explain how families work together.	U	<ul style="list-style-type: none"> Read books about families Discuss what responsibility means Discuss responsibilities of family members, e.g. brother, sister, parent, step-parent, etc. 	<ul style="list-style-type: none"> Evaluation of discussion Illustrate and write the responsibility of each family member 	5.2 A
	2	Students will tell why it is important to respect others in our classroom family.	L	<ul style="list-style-type: none"> Define through discussion who the classroom family is Role play and discuss respect forward self, others, and things Students will explain, through examples, good choices 	<ul style="list-style-type: none"> Evaluation of discussion and role playing Develop list of class rules for the school year 	5.1 J 5.2 A 6.3.3 E 6.3.3 F
	3	Students will recite and understand the importance of the Pledge of Allegiance and the National Anthem.	A	<ul style="list-style-type: none"> Read a book about the Pledge of Allegiance Teach and sing the National Anthem 	<ul style="list-style-type: none"> Recite the pledge Sing the anthem 	5.1 G 8.3.3 B
	4	Students will explain why and how people make rules and why it is important to follow rules.	A	<ul style="list-style-type: none"> Explain the benefits of following rules and laws and the consequences of violating them Describe how justice, truth, diversity, and citizenship have shaped our government 	<ul style="list-style-type: none"> Working in pairs, create an example of a cause and effect relationship, such as violating a law and getting a ticket 	5.1 B 5.1 C 5.1 I 5.2 A 5.2 C 5.2 D 5.2 F 5.3 C 5.3 E 5.3 G
	5	Students will give examples of people in the community.	U	<ul style="list-style-type: none"> Brainstorm in class discussion who helps us and what services they provide When possible, arrange for guest speakers from the community 	<ul style="list-style-type: none"> Develop a list of community helpers and what they do 	5.2 D 5.2 D 6.2.3 I 6.5.3 B
	6	Students will name places that are important in their community.	A	<ul style="list-style-type: none"> Discuss how adults make a living Students share examples of where family members work Develop list of questions for interview 	<ul style="list-style-type: none"> Interview an adult who works in our area Share with class 	6.1.3 C 6.2.3 D 7.1.3 B
Where We Live	7	Students will identify earth's continents and oceans on a map and globe.	L	<ul style="list-style-type: none"> Show students on a map or globe where major oceans and continents lie Practice finding continents and oceans on large map or overhead projection 	<ul style="list-style-type: none"> Identify continents and oceans by coloring a map 	7.1.3 A 7.1.3 B
	8	Students will identify physical	A	<ul style="list-style-type: none"> Relate location of our community in 	<ul style="list-style-type: none"> Students, in small groups, 	7.1.3 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		features of a region.		a valley <ul style="list-style-type: none"> Discuss kinds of land and water in our region, e.g. valley, mountain, lake, hill, plain, and river Diagram the connection from all region to the larger state, country, and world 	create collages identifying the kinds of land and water in their community	7.1.3 C 7.2.3 A
	9	Students will compare and contrast the way people live.	L	<ul style="list-style-type: none"> Discuss the local ethnicity of our community, e.g. customs, celebrations, language, and religion Compare/contrast producers and consumers Utilize books/posters/maps that show political regions, e.g. city, town, state 	<ul style="list-style-type: none"> As a class, the students create a mural of our region, which includes local schools, churches, manufacturers, farms, and stores 	7.1.3 B 7.1.3 C 7.3.3 B 7.3.3 C 7.3.3 D 7.3.3 E
	10	Students will identify how people depend on, adjust to, and modify physical systems around them.	L	<ul style="list-style-type: none"> Discuss why natural resources are important to people Read a book that shows how natural resources are impacted by humans 	<ul style="list-style-type: none"> Make a poster to convince others to preserve our natural resources 	7.4.3 A
The World of Work	11	Students will identify and define wants and needs of people.	U	<ul style="list-style-type: none"> Define wants vs. needs (shelter, food, clothing) Use a graphic organizer to illustrate how people utilize limited resource to spend on a want or a need 	<ul style="list-style-type: none"> Make a collage from magazine clippings to distinguish wants and needs 	6.3.3 B 6.3.3 F
	12	Students will explain why people work to get goods and services.	A	<ul style="list-style-type: none"> Explain why people work Discuss how people depend on one another for goods and services 	<ul style="list-style-type: none"> Evaluation of discussion 	6.2.3 A 6.2.3 E 6.5.3 A 6.5.3 C 6.5.3 D
	13	Students will show how people use money to buy goods and services.	U	<ul style="list-style-type: none"> Establish a small classroom store as a center where children price and buy items with play money Discuss means of payment in real world setting 	<ul style="list-style-type: none"> Evaluation of the students interacting with “money” and each other 	6.2.3 C 6.2.3 F
	14	Students will explain the relationship between taxation and government services.	A	<ul style="list-style-type: none"> Role play using roles of parents who give play money to a police officer, fire fighter, teacher, etc. Discuss how tax dollars pay public servants 	<ul style="list-style-type: none"> Evaluation of student participation and discussion 	6.2.3 J
Everything Changes	15	Students will understand chronological thinking, and	L	<ul style="list-style-type: none"> Discuss vocabulary “today, yesterday, and tomorrow” at 	<ul style="list-style-type: none"> Make a personal timeline using illustrations or real 	8.1.3 A 8.4.3 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		distinguish between past, present, and future.		<ul style="list-style-type: none"> calendar in Morning Meeting Build to ideas of “past, present, and future” 	<ul style="list-style-type: none"> pictures of themselves from infancy to today, and draw what they hope to be in the future 	
	16	Students will tell how we learn about the past.	A	<ul style="list-style-type: none"> List sources of historical information (books, internet, teachers, and parents) Discuss multiple points of view in history 	<ul style="list-style-type: none"> Evaluation of student responses 	8.1.3 B 8.1.3 C 8.1.3 D
	17	Students will compare/contrast how we live today to how we lived long ago.		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Good Citizen	18	Students will identify positions of authority at a national level.	A	<ul style="list-style-type: none"> Read books about presidents Show web page or printed pictures of current president and vice president 	<ul style="list-style-type: none"> Observation 	5.3 E
	19	Students will explain what an election is.	U	<ul style="list-style-type: none"> Read <u>My Teacher for President</u> Hold mock election Discuss election results 	<ul style="list-style-type: none"> Students make a campaign poster for their favorite candidate 	5.3 F
	20	Students will identify contributions of George Washington and Abe Lincoln made to the U.S, and identify the political holidays honoring them.	L	<ul style="list-style-type: none"> Near President’s Holiday, read books about Washington and Lincoln Utilize technology of video or web clips on the accomplishments of Washington or Lincoln 	<ul style="list-style-type: none"> Teacher creates text of key parts of Washington or Lincoln’s life Children illustrate to create a class book 	8.3.3 A
	21	Students will recognize the contributions of John Chapman (Johnny Appleseed) to PA culture.	L	<ul style="list-style-type: none"> Read Johnny Appleseed books Create apple related centers Explain the Chapman is from Pennsylvania 	<ul style="list-style-type: none"> Student involvement 	8.2.3 A
	22	Students will identify and know the importance of symbols of the United States, e.g., flag, White House, Mount Rushmore, and American Bald Eagle.	A	<ul style="list-style-type: none"> Show pictures of the key symbols of the United States Read books about each symbol Virtual tour of White House via internet Relate to faces on U.S. currency 	<ul style="list-style-type: none"> Create the replica of the United States flag 	5.1 K 8.2.3 A 8.3.3 B