

ELEMENTARY SOCIAL STUDIES | VERTICAL ARTICULATION OF PROJECTS & TOPICS

| | Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade |
|-----------------------|------------------------------------|--|--|----------------------------------|---|--|
| <i>Unit 1 Project</i> | Classroom Map | Class Constitution | Interview a Community Helper | Local Town/Community Project | Create a Photo Journal | Informational Writing Unit |
| <i>Theme</i> | Geography | Civics & Government / History | Civics & Government | Civics & Government | Civics & Government | Government |
| <i>Unit 2 Project</i> | My Personal History Scrapbook | Nonfiction Book about Community Member | Students, in small groups, propose a new business that fulfills local needs and wants. | Group Continent Research Project | State Research Project And Informational Writing Unit | Problem Solving Organization |
| <i>Theme</i> | History | Civics & Government | Economics | Geography / History | History | Geography & History |
| <i>Unit 3 Project</i> | Important Community Members Poster | Me on the Map | Create a map of their town. | Market Day Project | Souvenir Suitcase to global location | Create a monthly budget based on a location they would like to live. |
| <i>Theme</i> | Civics & Government | Geography | Geography | Economics | Geography | Economics |



First Grade Social Studies

| Unit 1: Class Constitution | |
|--------------------------------------|--|
| Vocabulary & Topics | Symbol - defined US Symbol: The American Flag (Pledge of Allegiance), The Statue of Liberty, The Liberty Bell, The Bald Eagle, Washington Monument, Lincoln Memorial, White House, Capital Building, Supreme Court, Star-Spangled Banner Constitution Communities Rules Responsibilities Routines Relationships - positions of authority; collaboration; how do people work together |
| Projects & Artifacts of Learning | Students understand and can recite school rules (SWPBIS) Students can identify US symbols Students can define "constitution" and why it is important Students create a classroom constitution. |
| Resources | ELA Themes: Learning and Working Together; Having Fun with Language: Rhyming Texts; The Importance of Friendship; Taking Care of Each Other: Family; Exploring Characters; Using Numbers EPIC book collections US Constitution |
| Questions to Ask Your Child | What are some things you are responsible for at school? What are some rules of your classroom? Cafeteria? Recess? What are some US symbols? |

First Grade Social Studies

| Unit 2: Community Helpers | |
|-------------------------------------|---|
| Vocabulary & Topics | <p>Community - defined, expanded from local to state</p> <p>Community Helper - reviewed</p> <p>Goods/Services - defined; students can determine the difference.</p> |
| Projects & Artifacts of Learning | <p>Students will be able to identify a community helper and write a non-fiction book about that community helper.</p> <p>Students will be able to characterize a variety of community jobs based on the following: main responsibility, tools/uniform, how it helps the community, and whether it provides a good or service.</p> |
| Resources | <p>ELA Themes: Living and Working Together: Community; The Importance of Kindness; Exploring Nonfiction; Exploring the Animal World; Journeys Near and Far; Celebrating Diversity; Sharing Cultures: Folktales; Folktales: Exploring Different Versions</p> <p>EPIC book collections</p> <p>Community Members</p> <p>Units of Study Writing Materials</p> |
| Questions to Ask Your Child | <p>Can you name some community helpers?</p> <p>How do their jobs help the community?</p> <p>What tools/uniforms do they use?</p> <p>Do their job provide a good or service?</p> |

First Grade Social Studies

| Unit 3: Me on a Map | |
|----------------------------------|--|
| Vocabulary & Topics | <p>Map/Globe School, Town, State, Country, Planet - define and organize conceptually Landmark - define; explore classroom landmarks - desk, sink, board, etc; curate a classroom list of local landmarks: bodies of water, parks, Liberty Bell Shrine, etc</p> |
| Projects & Artifacts of Learning | <p>Students participate in conversations and classroom creations of the Me On The Map project. Students will create artifacts for each of the seven layers: me, classroom, school, town, state, country, planet.</p> |
| Resources | <p>ELA Themes: Exploring Everyday Life; Poetic Language; Understanding the Natural World: Planting and Growing; Understanding the Natural World: Oceans; Celebrating Family and Community EPIC book collections <i>Me on the Map</i> Planetarium trip</p> |
| Questions to Ask Your Child | <p>What can we make a map of? What is your full name? Address? Phone number? Birthday? What are some landmarks in our town?</p> |

UNIT 1 | Class Constitution

STAGE 1 | DESIRED RESULTS

| | | |
|--|--|--|
| <p>Civics and Government 5.1 Principles and Documents of Government 5.1.1.A. Explain the purposes of rules in the classroom and school community. 5.1.1.B. Explain the importance of rules in the classroom. 5.1.1.C. Define equality and the need to treat everyone equally. 5.1.1.D. Explain the importance of written rules and laws. 5.1.1.E. Describe students' responsibilities in the school and community. 5.1.1.F. Identify national symbols.</p> <p>5.2 Rights and Responsibilities of Citizenship 5.2.1.A. Identify and explain the importance of responsibilities at school and at home. 5.2.1.B. Identify a problem and attempt to solve with adult or peer assistance. 5.2.1.D. Explain responsible school behavior.</p> <p>5.3 How Government Works 5.3.1.D. Identify positions of authority in the classroom community.</p> | <p>Transfer</p> | |
| | <p><i>Communities have a shared set of rules and symbols that determine how the community functions.</i></p> | |
| | <p>Meaning</p> | |
| | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Equity and equality are influenced by rules. Rules provide governing principles for ensuring responsibility amongst citizens and communities. Conflict is part of all communities and communities work together to solve conflicts. Groups (communities, businesses, governments, etc.) use symbols as part of their identity. | <p>Essential Questions:</p> <ul style="list-style-type: none"> How can rules support equity and equality? How are rules created and enforced? How does conflict arise and how is conflict mediated? How can individuals or communities work together to find compromise? How are symbols used to represent a community, business, or government agency? |
| <p>Acquisition</p> | | |
| <p>Knowledge</p> <ul style="list-style-type: none"> I can explain the purposes of rules in the classroom and school community. I can explain the importance of rules in the classroom. I can define equality and the need to treat everyone equally. I can explain the importance of written rules and laws. | <p>Skills</p> <ul style="list-style-type: none"> I can apply civic virtues when participating in school settings. I can follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. I can compare my own point of view with others' perspectives. I can construct maps, graphs, and other representations of familiar places. | |

5.3.1.E. Identify situations in the school or community when it is beneficial to have an elected official represent the people.
 5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
 5.3.6.J. Describe situations where voting eases conflict.

5.4 How International Relationships Function

5.4.1.A. Identify ways to avoid conflict.
 5.4.1.B. Describe how classrooms can work together.
 5.4.1.D. Identify different means of receiving information/news.
 5.4.1.E. Explain how a classroom community reaches compromise.

C3 Civic and Political Institutions

D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
 D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
 D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

- I can describe students' responsibilities in the school and community.
- I can identify national symbols.
- I can identify and explain the importance of responsibilities at school and at home.
- I can identify a problem and attempt to solve with adult or peer assistance.
- I can explain responsible school behavior.
- I can identify positions of authority in the classroom community.
- I can identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
- I can describe situations where voting eases conflict.
- I can identify ways to avoid conflict.
- I can describe how classrooms can work together.
- I can identify different means of receiving information/news.
- I can explain how a classroom community reaches compromise.
- I can identify scarcity of resources within the family.
- I can identify classroom wants and needs.
- I can identify choice based on needs versus wants.
- I can identify a choice based on classroom interest.
- I can identify goods, consumers, and producers.

- I can use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- I can use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
- I can compare how people in different types of communities use local and distant environments to meet their daily needs.
- I can generate questions about individuals and groups who have shaped a significant historical change.
- I can create a chronological sequence of multiple events.

Economics

6.1 Scarcity and Choice

6.1.1.A. Identify scarcity of resources within the family.

6.1.1.B. Identify classroom wants and needs.

6.1.1.C. Identify choice based on needs versus wants.

6.1.1.D. Identify a choice based on classroom interest.

6.2. Markets and Economic Systems

6.2.1.A. Identify goods, consumers, and producers.

6.2.1.C. Identify advertisements that encourage us to buy things based on want rather than need.

6.2.1.D. Explain the role of money in determining price.

6.2.1.E. Identify the impact on a community when a business opens.

6.3. Functions of Government

6.3.1.A. Identify examples of goods and services.

6.3.1.D. Identify products produced in the United States.

6.4. Economic Interdependence

6.4.1.A. Identify specialization of work in the community.

6.4.1.D. Describe how individuals differ in their wants and needs

- I can identify advertisements that encourage us to buy things based on want rather than need.
- I can explain the role of money in determining price.
- I can identify the impact on a community when a business opens.
- I can identify examples of goods and services.
- I can identify products produced in the United States.
- I can identify specialization of work in the community.
- I can describe how individuals differ in their wants and needs and why people buy and sell things.
- I can identify individuals who work for wages in the community.
- I can identify different jobs and the purpose of each.
- I can identify businesses and their corresponding goods and service.
- I can identify ways to earn money.
- I can describe what tools (tangible assets) are necessary to complete a task.
- I can identify buyers and sellers (people) buy and sell things.
- I can identify geographic tools.
- I can describe places in geographic reference in physical features.
- I can identify physical characteristics in the community and region.
- Identify the basic physical processes that affect the physical characteristics of places.

and why people buy and sell things.

6.5. Income, Profit, and Wealth

6.5.1.A. Identify individuals who work for wages in the community.

6.5.1.B. Identify different jobs and the purpose of each.

6.5.1.C. Identify businesses and their corresponding goods and service.

6.5.1.D. Identify ways to earn money.

6.5.1.E. Describe what tools (tangible assets) are necessary to complete a task.

6.5.1.F. Identify buyers and sellers (people) buy and sell things.

Geography

7.1 Basic Geographic Literacy

7.1.1.A. Identify geographic tools.

7.1.1.B. Describe places in geographic reference in physical features.

Geography

7.2 Physical Characteristics of Place and Regions

7.2.1.A. Identify physical characteristics in the community and region.

7.2.1.B. Identify the basic physical processes that affect the

- I can identify the local climate and how it determines the way people live.
- I can demonstrate an understanding of chronology.
- I can identify a problem or dilemma surrounding an event.
- I can identify groups of people who contribute to a community.
- I can identify holiday and cultural celebrations in a community and why they are celebrated.
- I can identify Americans who played a significant role in American history.
- I can identify examples of change.
- I can identify conflict and describe ways to cooperate with others by making smart choices.
- I can explain why cultures celebrate.
- I can identify holidays and ceremonies of selected world cultures.
- I can describe examples of conflict and cooperation in the classroom community.

physical characteristics of places.

7.3 Human Characteristics of Places and Regions

7.3.1.A. Identify the local climate and how it determines the way people live.

C3 Geographic Representations: Spatial Views of the World

D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.

D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

C3 Human Population: Spatial Patterns and Movements

D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.

History

8.1 Historical Analysis and Skills Development

8.1.1.A. Demonstrate an understanding of chronology.
8.1.1.B. Identify a problem or dilemma surrounding an event.

8.2. Pennsylvania History

8.2.1.A. Identify groups of people who contribute to a community.
8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.

8.3. United States History

8.3.1.A. Identify Americans who played a significant role in American history.
8.3.1.C. Identify examples of change.
8.3.1.D. Identify conflict and describe ways to cooperate with others by making smart choices.

8.4. World History

8.4.1.A. Explain why cultures celebrate.
8.4.1.C. Identify holidays and ceremonies of selected world cultures.
8.4.1.D. Describe examples of conflict and cooperation in the classroom community.

C3 Change, Continuity, and Context

**D2.His.1.K-2. Create a
chronological sequence of
multiple events.**

D2.His.3.K-2. Generate questions
about individuals and groups
who have shaped a significant
historical change.

UNIT 2 | Community Helpers

STAGE 1 | DESIRED RESULTS

| | | |
|--|---|---|
| <p>Civics and Government 5.1. Principles and Documents of Government 5.1.1.C. Define equality and the need to treat everyone equally. 5.1.1.D. Explain the importance of written rules and laws. 5.1.1.E. Describe students' responsibilities in the school and community.</p> <p>5.2 Rights and Responsibilities of Citizenship 5.2.1.A. Identify and explain the importance of responsibilities at school and at home. 5.2.1.B. Identify a problem and attempt to solve with adult or peer assistance. 5.2.1.C. Identify school projects / activities that support leadership and public service. 5.2.1.D. Explain responsible school behavior.</p> <p>5.3 How Government Works 5.3.1.A. Identify the roles of local government (fire, police, etc.). 5.3.1.B. Identify the services of local government. 5.3.1.C. Identify the value of firefighters, police officers and</p> | <p>Transfer</p> <p><i>Individuals depend on goods and services within their communities to live and thrive.</i></p> | |
| | <p>Meaning</p> | |
| | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Governments play a crucial role in providing services for individuals and communities. • Businesses provide essential and non-essential goods and services to the community, including providing employment opportunities for individuals • The culture and geography of a location influence how people live and what goods and services are available in a specific area. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What services do governments provide for individuals and communities? • What role do businesses play within the community? • What factors influence how people live within a certain geographic area? • What factors influence the goods and services that businesses provide? |
| | <p>Acquisition</p> | |
| | <p>Knowledge</p> <ul style="list-style-type: none"> • I can define equality and the need to treat everyone equally. • I can explain the importance of written rules and laws. • I can describe students' responsibilities in the school and community. • I can identify and explain the importance of responsibilities at school and at home. | <p>Skills</p> <ul style="list-style-type: none"> • I can follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. • I can compare my own point of view with others' perspectives. • I can construct maps, graphs, and other representations of familiar places. |

emergency workers in the community.

5.3.1.E. Identify situations in the school or community when it is beneficial to have an elected official represent the people.

5.3.6.H. Explain how information /news is conveyed to the public.

5.3.1.I. Provide examples of taxation.

5.4 How International Relationships Function

5.4.1.A. Identify ways to avoid conflict.

5.4.1.D. Identify different means of receiving information/news.

C3 Civic and Political Institutions

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

Economics

6.1 Scarcity and Choice

6.1.1.A. Identify scarcity of resources within the family.

6.1.1.C. Identify choice based on needs versus wants.

- I can identify a problem and attempt to solve with adult or peer assistance.
- I can identify school projects / activities that support leadership and public service.
- I can explain responsible school behavior.
- I can identify the roles of local government (fire, police, etc.).
- I can identify the services of local government.
- I can identify the value of firefighters, police officers and emergency workers in the community.
- I can identify situations in the school or community when it is beneficial to have an elected official represent the people.
- I can identify ways to avoid conflict.
- I can explain how information /news is conveyed to the public.
- I can provide examples of taxation.
- I can identify different means of receiving information/news.
- I can identify scarcity of resources within the family.
- I can identify choice based on needs versus wants.
- I can identify a choice based on classroom interest.
- I can identify goods, consumers, and producers.
- I can identify advertisements that encourage us to buy things based on want rather than need.
- I can explain the role of money in determining price.

- I can use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- I can use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
- I can compare how people in different types of communities use local and distant environments to meet their daily needs.
- I can demonstrate an understanding of chronology.
- I can compare life in the past to life today
- I can generate questions about individuals and groups who have shaped a significant historical change.
- I can compare perspectives of people in the past to those of people in the present.
- I can compare different accounts of the same historical event.
- I can generate questions about a particular historical source as it relates to a particular historical event or development.
- I can generate possible reasons for an event or development in the past.

6.1.1.D. Identify a choice based on classroom interest.

6.2 Markets and Economic Systems

6.2.1.A. Identify goods, consumers, and producers.

6.2.1.C. Identify advertisements that encourage us to buy things based on want rather than need.

6.2.1.D. Explain the role of money in determining price.

6.2.1.E. Identify the impact on a community when a business opens.

6.2.1.G. Define an economic system at the individual level.

6.3 Functions of Government

6.3.1.A. Identify examples of goods and services.

6.3.1.D. Identify products produced in the United States.

6.4 Economic Independence

6.4.1.A. Identify specialization of work in the community.

6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.

6.5 Income, Profit, and Wealth

6.5.1.A. Identify individuals who work for wages in the community.

- I can identify the impact on a community when a business opens.
- I can define an economic system at the individual level.
- I can identify examples of goods and services.
- I can identify products produced in the United States.
- I can identify specialization of work in the community.
- I can describe how individuals differ in their wants and needs and why people buy and sell things.
- I can identify individuals who work for wages in the community.
- I can identify different jobs and the purpose of each.
- I can identify businesses and their corresponding goods and services.
- I can identify ways to earn money.
- I can describe what tools (tangible assets) are necessary to complete a task.
- I can identify buyers and sellers (people) buy and sell things.
- I can explain the need to save money.
- I can identify geographic tools.
- I can describe places in geographic reference in physical features.
- I can identify physical characteristics in the community and region.
- I can identify the basic physical processes that affect the physical characteristics of places.
- I can identify the local climate and how it determines the way people live.

6.5.1.B. Identify different jobs and the purpose of each.
6.5.1.C. Identify businesses and their corresponding goods and services.
6.5.1.D. Identify ways to earn money.
6.5.1.E. Describe what tools (tangible assets) are necessary to complete a task.
6.5.1.F. Identify buyers and sellers (people) buy and sell things.
6.5.1.G. Explain the need to save money.

Geography

7.1. Basic Geographic Literacy

7.1.1.A. Identify geographic tools.
7.1.1.B. Describe places in geographic reference in physical features.

7.2 Physical Characteristics of Place and Regions

7.2.1.A. Identify physical characteristics in the community and region.
7.2.1.B. Identify the basic physical processes that affect the physical characteristics of places.

7.3 Human Characteristics of Places and Regions

- I can describe how lakes, rivers, and streams impact people.
- I can identify a problem or dilemma surrounding an event.
- I can identify groups of people who contribute to a community.
- I can identify symbols, slogans, or mottos that are representative of the state.
- I can identify holiday and cultural celebrations in a community and why they are celebrated.
- I can identify historical conflict in the community.
- I can identify Americans who played a significant role in American history.
- I can identify examples of change.
- I can identify conflict and describe ways to cooperate with others by making smart choices.
- I can explain why cultures celebrate.
- I can identify holidays and ceremonies of selected world cultures.
- I can describe examples of conflict and cooperation in the classroom community.

7.3.1.A. Identify the local climate and how it determines the way people live.

7.4. Interactions Between People and the Environment

7.4.1.A. Describe how lakes, rivers, and streams impact people.

C3: Geographic Representations: Spatial Views of the World

D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.

D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

C3: Human Population: Spatial Patterns and Movements

D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.

History

8.1. Historical Analysis and Skills Development

8.1.1.A. Demonstrate an understanding of chronology.

8.1.1.B. Identify a problem or dilemma surrounding an event.

8.2 Pennsylvania History

8.2.1.A. Identify groups of people who contribute to a community.

8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.

8.2.1.D. Identify historical conflict in the community.

8.3 United States History

8.3.1.A. Identify Americans who played a significant role in American history.

8.3.1.C. Identify examples of change.

8.3.1.D. Identify conflict and describe ways to cooperate with others by making smart choices.

8.4 World History

8.4.1.A. Explain why cultures celebrate.

8.4.1.C. Identify holidays and ceremonies of selected world cultures.

8.4.1.D. Describe examples of conflict and cooperation in the classroom community.

C3 Change, Continuity, and Context

D2.His.2.K-2. Compare life in the past to life today
D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

C3 Perspectives

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.
D2.His.6.K-2. Compare different accounts of the same historical event.

C3 Historical Sources and Evidence

D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.

C3 Causation and Argumentation

D2.His.14.K-2. Generate possible reasons for an event or development in the past.

UNIT 3 | Me on a Map

STAGE 1 | DESIRED RESULTS

| | | |
|---|--|---|
| <p>Civics and Government 5.1 Principles and Documents of Government 5.1.1.A. Explain the purposes of rules in the classroom and school community. 5.1.1.B. Explain the importance of rules in the classroom. 5.1.1.C. Define equality and the need to treat everyone equally. 5.1.1.D. Explain the importance of written rules and laws. 5.1.1.E. Describe students' responsibilities in the school and community. 5.1.1.F. Identify national symbols.</p> <p>5.2 Rights and Responsibilities of Citizenship 5.2.1.A. Identify and explain the importance of responsibilities at school and at home. 5.2.1.B. Identify a problem and attempt to solve with adult or peer assistance. 5.2.1.D. Explain responsible school behavior.</p> <p>5.3 How Government Works 5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible</p> | Transfer | |
| | <i>Geography can be used to identify and represent places and regions.</i> | |
| | Meaning | |
| | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Geography has an impact on individuals and communities. ● The economy of a location influences how people live and what goods and services are available in a specific area. ● Climate determines how people live. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can geography impact individuals and communities? ● How can the economy impact individuals and communities? ● How does the climate determine how people live? |
| Acquisition | | |
| <p>Knowledge</p> <ul style="list-style-type: none"> ● I can explain the purposes of rules in the classroom and school community. ● I can explain the importance of rules in the classroom. ● I can define equality and the need to treat everyone equally. ● I can explain the importance of written rules and laws. ● I can describe students' responsibilities in the school and community. ● I can identify national symbols. ● I can identify and explain the importance of responsibilities at school and at home. | <p>Skills</p> <ul style="list-style-type: none"> ● I can follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. ● I can compare my own point of view with others' perspectives. ● I can construct maps, graphs, and other representations of familiar places. ● I can use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. ● I can use maps, globes, and other simple geographic models to | |

consequences for inappropriate action.

5.4 How International Relationships Function

5.4.1.A. Identify ways to avoid conflict.

5.4.1.B. Describe how classrooms can work together.

C3 Civic and Political Institutions

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

6.2. Markets and Economic Systems

6.2.1.D. Explain the role of money in determining price.

6.3. Functions of Government

6.3.1.A. Identify examples of goods and services.

6.3.1.D. Identify products produced in the United States.

6.4. Economic Interdependence

6.4.1.A. Identify specialization of work in the community.

- I can identify a problem and attempt to solve with adult or peer assistance.
- I can explain responsible school behavior.
- I can identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
- I can identify ways to avoid conflict.
- I can describe how classrooms can work together.
- I can explain the role of money in determining price.
- I can identify examples of goods and services.
- I can identify products produced in the United States.
- I can identify specialization of work in the community.
- I can describe how individuals differ in their wants and needs and why people buy and sell things.
- I can identify different jobs and the purpose of each.
- I can identify ways to earn money.
- I can identify buyers and sellers (people) buy and sell things.
- I can explain the need to save money.
- I can identify geographic tools.
- I can describe places in geographic reference in physical features.
- I can identify the basic physical processes that affect the physical characteristics of places.
- I can identify the local climate and how it determines the way people live.

identify cultural and environmental characteristics of places.

- I can compare how people in different types of communities use local and distant environments to meet their daily needs.
- I can demonstrate an understanding of chronology.
- I can create a chronological sequence of multiple events.
- I can compare life in the past to life today
- I can generate questions about individuals and groups who have shaped a significant historical change.
- I can compare perspectives of people in the past to those of people in the present.
- I can compare different accounts of the same historical event.
- I can generate questions about a particular historical source as it relates to a particular historical event or development.
- I can generate possible reasons for an event or development in the past.

6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.

6.5. Income, Profit, and Wealth

6.5.1.B. Identify different jobs and the purpose of each.

6.5.1.D. Identify ways to earn money.

6.5.1.F. Identify buyers and sellers (people) buy and sell things.

6.5.1.G. Explain the need to save money.

Geography

7.1 Basic Geographic Literacy

7.1.1.A. Identify geographic tools.

7.1.1.B. Describe places in geographic reference in physical features.

7.2 Physical Characteristics of Places and Regions

7.2.1.B. Identify the basic physical processes that affect the physical characteristics of places.

7.3. Human Characteristics of Places and Regions

7.3.1.A. Identify the local climate and how it determines the way people live.

7.4 Interactions Between People and Environment

- I can describe how lakes, rivers, and streams impact people.
- I can explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- I can describe how human activities affect the cultural and environmental characteristics of places or regions.
- I can demonstrate an understanding of chronology.
- I can identify a problem or dilemma surrounding an event.
- I can identify sources of historical information.
- I can identify groups of people who contribute to a community.
- I can identify symbols, slogans, or mottos that are representative of the state.
- I can identify holiday and cultural celebrations in a community and why they are celebrated.
- I can identify Americans who played a significant role in American history.
- I can identify American landmarks and their significance.
- I can identify examples of change.
- I can explain why cultures celebrate
- I can explain the importance of world landmarks. .
- I can identify holidays and ceremonies of selected world cultures.

7.4.1.A. Describe how lakes, rivers, and streams impact people.

C3 Geographic Representations: Spatial Views of the World

D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.

D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

C3: Human Population: Spatial Patterns and Movements

D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.

History

8.1 Historical Analysis and Skills Development

8.1.1.A. Demonstrate an understanding of chronology.

8.1.1.B. Identify a problem or dilemma surrounding an event.

8.1.1.C. Identify sources of historical information.

8.2 Pennsylvania History

8.2.1.A. Identify groups of people who contribute to a community.

8.2.1.B. Identify symbols, slogans, or mottos that are representative of the state.

8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.

8.3 United States History

8.3.1.A. Identify Americans who played a significant role in American history.

8.3.1.B. Identify American landmarks and their significance.

8.3.1.C. Identify examples of change.

8.4 World History

8.4.1.A. Explain why cultures celebrate

8.4.1.B. Explain the importance of world landmarks. .

8.4.1.C. Identify holidays and ceremonies of selected world cultures.

C3 Change, Continuity, and Context

D2.His.1.K-2. Create a chronological sequence of multiple events.

D2.His.2.K-2. Compare life in the past to life today
D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

C3 Perspectives

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

D2.His.6.K-2. Compare different accounts of the same historical event.

C3 Historical Sources and Evidence

D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.

C3 Causation and Argumentation

D2.His.14.K-2. Generate possible reasons for an event or development in the past.