

ELEMENTARY SOCIAL STUDIES | VERTICAL ARTICULATION OF PROJECTS & TOPICS

| | Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade |
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| <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 |

Third Grade Social Studies

| Unit 1: Community & Government | |
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| Vocabulary & Topics | Community Local Government State Government Federal Government Branches of Government Local History - Introduced through <i>Saving the Liberty Bell</i> ; indigenous people of the Lehigh Valley; Jasper Park; Walking Purchase |
| Projects & Artifacts of Learning | Community Project |
| Resources | Digital Watch and Learns <i>How Full is Your Bucket?</i> <i>What if Everybody Did That?</i> <i>Saving the Liberty Bell</i> EPIC books and videos Online Resources |
| Questions to Ask Your Child | What is a community? What is special about our community? How does our government impact our community? |

Third Grade Social Studies

| Unit 2: The Impact of Geography | |
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| Vocabulary & Topics | Continents Oceans Climate Economy Natural Resources: defined; specifics identified through students research and sharing National Landmarks: defined; specifics identified through students research and sharing |
| Projects & Artifacts of Learning | Continent Project Continent Research |
| Resources | Research page Blank continent posters Pebble Go Research website <i>Swift Walker; A Continental Journey</i> |
| Questions to Ask Your Child | How does geography influence where you live? What are the 7 continents? What are the 5 oceans? |

Third Grade Social Studies

| Unit 3: Economics and the Community | |
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| Vocabulary & Topics | Wants Needs Taxes Budget Supply Demand Profit Advertisement |
| Projects & Artifacts of Learning | Financial Choices Simulation Market Day Product Market Day Advertisement |
| Resources | EPIC Videos and digital books Economics digital unit |
| Questions to Ask Your Child | How does your budget impact your choices? How do businesses work? How do businesses decide what to sell? How does a business make a profit? |

UNIT 1 | COMMUNITY & GOVERNMENT

STAGE 1 | DESIRED RESULTS

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| <p>Civics and Government 5.1 Principles and Documents and Government 5.1.3.A. Explain the purposes of rules, laws, and consequences. 5.1.3.B. Explain rules and laws for the classroom, school, and community. 5.1.3.C. Define the principles and ideals shaping local government. · Liberty / Freedom · Democracy · Justice · Equality 5.1.3.D. Identify key ideas about government found in significant documents: · Declaration of Independence · United States Constitution · Bill of Rights · Pennsylvania Constitution</p> <p>5.2 Rights and Responsibilities of Citizenship 5.2.3.A. Identify personal rights and responsibilities. 5.2.3.B. Identify the sources of conflict and disagreement and different ways conflict can be resolved. 5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation. 5.2.3.D. Describe how citizens participate in school and community activities.</p> <p>5.3 How Government Works 5.3.3.A. Identify the roles of the three branches of government. 5.3.3.B. Identify how laws are made in the local community. 5.3.3.C. Identify services performed by the local governments.</p> | <p>Transfer <i>The government impacts the community.</i></p> | |
| | <p>Meaning</p> | |
| | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Government is shaped by historical philosophies and contexts. Federal, state, and local governments provide principles for guiding and supporting communities and individuals. | <p>Essential Questions:</p> <ul style="list-style-type: none"> How does the government impact people? |
| | <p>Acquisition</p> | |
| | <p>Knowledge:</p> <ul style="list-style-type: none"> I can explain the purpose of rules, laws, and consequences. I can explain rules and laws for the classroom, school, and community. I can define principles and ideals shaping local government. I can identify key ideas about the government found in historical documents. I can identify personal rights and responsibilities. I can identify the roles of branches of government. I can identify how laws are made. I can identify services performed by the local government. I can identify positions of authority at school. | <p>Skills:</p> <ul style="list-style-type: none"> I can summarize how different kinds of historical sources are used to explain events in the past. I can compare information provided by different historical sources about the past. I can infer the intended audience and purpose of a historical source from information within the source itself. I can generate questions about multiple historical sources and their relationships to particular historical events and developments I can use information about a historical source, including the maker, date, place of origin, |

5.3.3.D. Identify positions of authority at school and community.
5.3.3.E. Explain the purpose for elections.
5.3.3.F. Explain how an action may be just or unjust.
5.3.3.G. Identify individual interests and explain ways to influence others.

C3 Civic and Political Institutions

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families

C3 Participation and Deliberation: Applying Civic Virtues and Democratic Principles

D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

- I can explain the purpose of elections.
- I can explain how an action may be just or unjust.
- I can identify individual interests and how they influence others.
- I can identify social, political, cultural, and economic contributions from individuals and groups from Pennsylvania.
- I can identify historical documents, artifacts, and places critical to Pennsylvania history.
- I can identify and describe how change has impacted Pennsylvania history.
- I can identify and describe how conflict and cooperation among groups and organizations have impact the history of Pennsylvania.
- I can identify and describe social, political, cultural, and economic contributions of individuals and groups in US history.
- I can identify and describe historical documents, artifacts, and places critical to US history.
- I can identify and describe how continuity and change have impacted US history.
- I can identify and describe how conflict and cooperation among groups and organizations have impacted the history of development of the US.
- I can explain why individuals and groups during the same historical period differed in their perspectives.
- I can explain connections among historical contexts and people's

intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

- I can distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- I can apply civic virtues and democratic principles in school settings.
- I can use deliberative processes when making decisions or reaching judgments as a group.
- I can compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society
- I can illustrate historical and contemporary means of changing society.
- I can conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)
- I can create and use a chronological sequence of related events to compare developments that happened at the same time.
- I can compare life in specific historical time periods to life today
- I can generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities
D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

C3 Processes, Rules, and Laws

D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society
D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5. Explain how policies are developed to address public problems
D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

History

8.1 Historical Analysis and Skills Development

8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.
8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
8.1.3.C. Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)

8.2 Pennsylvania History

8.2.3.A. Identify the social, political, cultural, and economic contributions of

perspectives shaped the historical sources they created.

- I can explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- I can explain probable causes and effects of events and developments.
- I can examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- I can identify core civic virtues and democratic principles that guide government, society, and communities
- I can identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.
- I can explain how groups of people make rules to create responsibilities and protect freedoms.
- I can explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- I can describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families
- I can identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

individuals and groups from Pennsylvania.
8.2.3.B. Identify historical documents, artifacts, and places critical to Pennsylvania history.
8.2.3.C. Identify and describe how continuity and change have impacted Pennsylvania history. · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations
8.2.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania. · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability

8.3 United States History

8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.
8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.
8.3.3.C. Identify and describe how continuity and change have impacted U.S. history. · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations
8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability

- I can explain how rules and laws change society and how people change rules and laws.
- I can explain how policies are developed to address public problems

C3 Change, Continuity, and Context

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.2.3-5. Compare life in specific historical time periods to life today

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

C3 Perspectives

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

C3 Historical Sources and Evidence

D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.

D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments

D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

C3 Causation and Argumentation

D2.His.14.3-5. Explain probable causes and effects of events and developments.

UNIT 2 | THE IMPACT OF GEOGRAPHY

STAGE 1 | DESIRED RESULTS

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| <p>Geography 7.1 Basic Geographic Literacy 7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places and environment. 7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p> <p>7.2 Physical Characteristics of Places and Regions 7.2.3.A. Identify the physical characteristics of places and regions. 7.2.3.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3 Human Characteristics of Places and Regions 7.3.3.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4 Interactions Between People and the Environment 7.4.3.A. Identify the effect of the physical systems on people within a community. 7.4.3.B. Identify the effect of people on the physical systems within a community.</p> <p>C3 Geographic Representations: Spatial Views of the World</p> | <p>Transfer <i>Geography impacts the way people live.</i></p> | |
| | <p>Meaning</p> | |
| | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Life and the way people live are impacted by geographical location. | <p>Essential Questions:</p> <ul style="list-style-type: none"> How does geography influence your home? |
| | <p>Acquisition</p> | |
| | <p>Knowledge:</p> <ul style="list-style-type: none"> I can identify how basic geographic tools are used to organize and interpret information about people, places and environment. I can identify and locate places and regions as defined by physical and human features. I can identify the physical characteristics of places and regions. I can identify the basic physical processes that affect the physical characteristics of places and regions. I can identify the human characteristics of places and regions using criteria. I can identify the effect of the physical systems on people within a community. I can identify the effect of people on the physical systems within a community. | <p>Skill:</p> <ul style="list-style-type: none"> I can construct maps and other graphic representations of both familiar and unfamiliar places. I can use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. I can use maps of different scales to describe the locations of cultural and environmental characteristics. |

D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

C3 Human Population: Spatial Patterns and Movements

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

C3 Global Interconnectedness: Changing Spatial Patterns

D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.
D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.

- I can explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- I can explain why environmental characteristics vary among different world regions.
- I can explain how natural and human-made catastrophic events in one place affect people living in other places.

UNIT 3 | ECONOMICS AND THE COMMUNITY

STAGE 1 | DESIRED RESULTS

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| <p>Economics</p> <p>6.1 Scarcity and Choice</p> <p>6.1.3.A. Define scarcity and identify examples of resources, wants, and needs</p> <p>6.1.3.B. Identify needs and wants of people. Identify examples of natural, human, and capital resources.</p> <p>6.1.3.C. Explain what is given up when making a choice.</p> <p>6.1.3.D. Identify reasons why people make a choice.</p> <p>6.2 Markets and Economic Systems</p> <p>6.2.3.A. Identify goods, services, consumers, and producers in the local community.</p> <p>6.2.3.B. Identify competing sellers in the local market.</p> <p>6.2.3.C. Identify types of advertising designed to influence personal choice.</p> <p>6.2.3.D. Define price and how prices vary for products.</p> <p>6.2.3.E. Describe the effect of local businesses opening and closing.</p> <p>6.2.3.F. Identify private economic institutions.</p> <p>6.2.3.G. Identify characteristics of the local economy</p> <p>6.3 Functions of Government</p> <p>6.3.3.A. Identify goods and services provided by the government.</p> <p>6.3.3.B. Identify examples of government involvement in local economic activities.</p> <p>6.3.3.C. Define tax and explain the relationship between taxation and government services.</p> <p>6.4 Economic Interdependence</p> <p>6.4.3.A. Identify local examples of specialization and division of labor.</p> <p>6.4.3.B. Identify examples of trade, imports, and exports in the local community.</p> <p>6.5.3.A. Explain why people work.</p> | <p>Transfer</p> | |
| | <p><i>Businesses play an important role in the community.</i></p> | |
| | <p>Meaning</p> | |
| | <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Access to resources has an impact on individuals', businesses', and communities' wants and needs. • Money, goods, and services can be used to purchase or barter for other goods and services. • Individuals, businesses, and communities exercise choice, based on a variety of factors, when obtaining resources, goods, and services. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes a business work? |
| <p>Acquisition</p> | | |
| <p>Knowledge:</p> <ul style="list-style-type: none"> • I can define scarcity and identify examples of resources, wants, and needs • I can identify the needs and wants of people. Identify examples of natural, human, and capital resources. • I can explain what is given up when making a choice. • I can identify reasons why people make a choice. • I can identify goods, services, consumers, and producers in the local community. • I can identify types of advertising designed to influence personal choice. • I can define prices and how prices vary for products. • I can describe the effect of local businesses opening and closing. | <p>Skills:</p> <ul style="list-style-type: none"> • I can compare the benefits and costs of individual choices. • I can conduct short research projects that build knowledge about a topic • I can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • I can engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. | |

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| <p>C3 Economic Decision Making</p> <p>D2.Eco.1.3-5. Compare the benefits and costs of individual choices.</p> <p>D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.</p> <p>D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.</p> <p>D2.Eco.5.3-5. Explain the role of money in making exchange easier.</p> <p>D2.Eco.7.3-5. Explain how profits influence sellers in markets.</p> <p>ELA PA Core</p> <p>CC.1.4.3.V. Conduct short research projects that build knowledge about a topic</p> <p>CC.1.4.3.W. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.5.3.A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> | <ul style="list-style-type: none"> ● I can identify private economic institutions. ● I can identify goods and services provided by the government. ● I can identify examples of government involvement in local economic activities. ● I can define tax and explain the relationship between taxation and government services. ● I can identify local examples of specialization and division of labor. ● I can identify examples of trade, imports, and exports in the local community. ● I can identify positive and negative incentives that influence the decisions people make. ● I can identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. ● I can explain why individuals and businesses specialize and trade. ● I can explain the role of money in making exchange easier. ● I can explain how profits influence sellers in markets. | |
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