

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

Fourth Grade Social Studies

Unit 1: Me, My Community, My State	
Vocabulary & Topics	<p>Ancestors: students explore their family heritage</p> <p>Immigration: introduced through "We Came to America" and iCivics Immigration Simulation</p> <p>Community: discuss local community, Lehigh County and Lehigh Valley, including important leaders, neighborhood features, local emergency personnel</p> <p>State Government: discuss governor and three branches of government roles</p> <p>Compass Rose: defined and practiced</p> <p>Historical topics: Lehigh County formation, state formation, local Indigenous groups, features of the Lehigh Valley, Mack Trucks, Bethlehem Steel</p>
Projects & Artifacts of Learning	<ul style="list-style-type: none"> - Notebook Entries - Ancestor Interview - Compass Rose Activities - Three Branches of Government Quiz - Photo Journal
Resources	<p>"The Other Side" by Jacqueline Woodson</p> <p>"The Matchbox Diary" by Paul Fleischman</p> <p>"The Iroquois of the Northeast" by KaaVonia Hinton</p> <p>"We Came to America" by Faith Ringgold</p> <p>Online resources from Britannica Kids, EPIC!, Read Works,</p>
Questions to Ask Your Child	<ul style="list-style-type: none"> - What is special about our neighborhood? - How did our family's history impact where we live today? - How is our state unique?

Fourth Grade Social Studies

Unit 2: What makes our country unique?	
Vocabulary & Topics	<p>Regions: identified and discussed, students learn about what makes each region unique</p> <p>National Geography: students learn where each state is located and explore why states are grouped together</p> <p>Climate/ Economy/Natural Resources: students explore these features for each region.</p> <p>Arts/Music/Food: introduced through nonfiction passages for each region</p> <p>National Landmarks and State Landmarks: explored during research phase of project.</p>
Projects & Artifacts of Learning	<ul style="list-style-type: none"> - Notebook Entries - Region Scrapbooks - Informational Writing Unit (aligned with ELA curriculum) - State Research Project
Resources	<p>“The Buffalo Storm” by Katherine Applegate</p> <p>“Follow the Moon Home” by Deborah Hopkinson and Philippe Cousteau Jr.</p> <p>“Native Nations of the Southwest” by Barbara Krasner</p> <p>Nonfiction Reading for United States regions</p> <p>Online resources from Britannica Kids, EPIC!, Read Works</p>
Questions to Ask Your Child	<ul style="list-style-type: none"> - How are parts of our country different? - How are parts of our country similar? - What did you find interesting about the state you selected?

Fourth Grade Social Studies

Unit 3: My Connection to the World	
Vocabulary & Topics	<p>Wants/Needs and Scarcity: introduced through nonfiction reading passage and exploration through iCivics. Students make inferences on the wants and needs of a global location.</p> <p>World Geography: students explore where countries are located on our globe, make connections to our Read Aloud books</p> <p>Landforms/Climate/Environments: as it pertains to a global location, students explore the features of a global location</p> <p>Types of Homes: students explore Types of Homes through nonfiction reading and make inferences on why the home varies depending on the location</p>
Projects & Artifacts of Learning	<ul style="list-style-type: none"> - Notebook Entries - Various Nonfiction Reading Articles - Souvenir Suitcase Project
Resources	<p>"Heroes" by Ken Mochizuki</p> <p>"Weslandia" by Paul Fleischman</p> <p>"Vanishing Cultures" Book Series by Jan Reynolds</p> <p>Online resources from Britannica Kids, EPIC!, Read Works</p>
Questions to Ask Your Child	<ul style="list-style-type: none"> - What are basic wants and needs for where we live? - Why do wants and needs change as you move around the world? - How would life be different in the location you selected?

UNIT 1 | Me, My Community, My State

STAGE 1 | DESIRED RESULTS

<p>Civics and Government</p> <p>5.1. Principles and Documents of Government</p> <p>5.1.4.A. Examine school rules and consequences.</p> <p>5.1.4.B. Explain rules and laws for the classroom, school, community, and state.</p> <p>5.1.4.C. Explain the principles and ideals shaping local and state government. • Liberty / Freedom • Democracy • Justice • Equality</p> <p>5.2. Rights and Responsibilities of Citizenship</p> <p>5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.</p> <p>5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.</p> <p>5.3. How Government Works</p> <p>5.3.4.B. Describe how the elected representative bodies function in making local and state laws.</p> <p>5.3.4.C. Identify the services performed by local and state governments.</p> <p>5.3.4.D. Identify positions of authority at the local and state, and national level.</p>	Transfer	
	<p><i>A person's geographical location impacts how they live.</i></p>	
	Meaning	
	<p>Understandings:</p> <ul style="list-style-type: none"> - People are influenced by their family and community. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - Why do we live in Pennsylvania? - Why is it important to have a place that feels like home?
	Acquisition	
<p>Knowledge:</p> <ul style="list-style-type: none"> - I can identify my rights and the rights of others locally. - I can identify the services performed by local governments. - I can identify positions of authority at the local level. - I can identify individual interests and explain ways to influence others. - I can identify core civic virtues that guide government, communities, and society. - I can identify beliefs and values that underlie their own and others' points of view about civic issues. - I can explain how local and state governments are shaped. - I can explain rules & laws for the classroom, school, community, and state. 	<p>Skills:</p> <ul style="list-style-type: none"> - I can examine school rules and consequences. - I can explain rules & laws for the classroom, school, community, and state. - I can describe the roles of leadership and public service. - I can describe how local and state laws are created by elected representatives. - I can explain how participation is necessary for democracy to work. - I can describe ways people benefit from and are challenged by collaborative work. - I can apply civic virtues and democratic principles in school. - I can compare decision making procedures in various settings. 	

<p>5.3.4.G. Identify individual interests and explain ways to influence others.</p> <p>C3 Civic and Political Institutions 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.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families</p> <p>C3 Participation and Deliberation: Applying Civic Virtues and Democratic Principles D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.</p> <p>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</p> <p>Economics 6.3. Functions of Government 6.3.4.A. Explain how government responds to social needs by providing public goods and services.</p>	<ul style="list-style-type: none"> - I can explain probable cause and effects of events. 	<ul style="list-style-type: none"> - I can describe how geographic tools are used to organize and interpret information. - I can compare developments that happened at the same time. - I can compare life today to specific time periods. - I can generate questions about historical figures and groups who have shaped historical change. - I can infer the intended audience and purpose from a historical source. - I can generate questions about multiple sources and their relationship to events. - I can explore ways in which tax revenues are used in local communities. - I can use evidence to develop a claim about the past. - I can summarize the central claim in a secondary work of history. - I can use information about a historical source to judge the extent to which the source is useful for studying a topic.
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6.3.4.B. Describe the impact of government involvement in state and national economic activities.
6.3.4.C. Explore ways in which tax revenues are used in local community.

Geography

7.1. Basic Geographic Literacy

7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

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 Historical Sources and Evidence

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.

D2.His.16.3-5. Use evidence to develop a claim about the past.

D2.His.17.3-5. Summarize the central claim in a secondary work of history

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UNIT 2 | What makes our country unique?

STAGE 1 | DESIRED RESULTS

<p>Civics and Government 5.1. Principles and Documents of Government 5.1.4.D Identify key ideas about government found in significant documents: · Declaration of Independence · United States Constitution · Bill of Rights · Pennsylvania Constitution. 5.1.4.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.2. Rights and Responsibilities of Citizenship 5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>5.3. How Government Works 5.3.4.A. Identify the roles of the three branches of government. 5.3.4.D. Identify positions of authority at the local and state, and national level. 5.3.4.E. Explain the voting process. 5.3.4.F. Explain how different perspectives can lead to conflict.</p> <p>Civic and Political Institutions (C3) D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels</p>	<p>Transfer</p>	
	<p><i>Characteristics vary depending on where you are located within the United States.</i></p>	
	<p>Meaning</p>	
	<p>Understandings:</p> <p><i>The United States has a variety of geographic, social, and cultural characteristics in each region that make it unique.</i></p> <p><i>These features can affect how people within that region live.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> - What makes each region/state in the US unique?
<p>Acquisition</p>		
	<p>Knowledge:</p> <ul style="list-style-type: none"> - I can identify key ideas about government found in significant documents. - I can identify state symbols, national symbols, and national holidays. - I can describe the physical characteristics of places and regions. - I can identify the basic physical processes that affect the physical characteristics of places and regions. 	<p>Skills:</p> <ul style="list-style-type: none"> - I can describe the sources of conflict and disagreement and different ways conflict can be resolved. - I can explain probable causes and effects of events and developments. - I can use evidence to develop a claim about the past. - I can summarize the central claim in a secondary work of history - I can use information about a historical source, including the

and branches of government and in different times and places.
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.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.

C3 Processes, Rules, and Laws

D2.Civ.13.3-5. Explain how policies are developed to address public problems
D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.
D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

C3 Economic Decision Making

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.
D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.
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.

- maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- I can describe how common geographic tools are used to organize and interpret information about people, places, and environment.
 - I can describe and locate places and regions as defined by physical and human features.
 - I can compare the benefits and costs of individual choices.
 - 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.

Geography

7.1. Basic Geographic Literacy

7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.4.B. Describe and locate places and regions as defined by physical and human features.

7.2. Physical Characteristics of Places and Regions

7.2.4.A. Identify the physical characteristics of places and regions.

7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.

C3 Geographic Representations: Spatial Views of the World

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 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.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.

D2.His.16.3-5. Use evidence to develop a claim about the past.

D2.His.17.3-5. Summarize the central claim in a secondary work of history

UNIT 3 | My Connection to the World

STAGE 1 | DESIRED RESULTS

<p>Economics</p> <p>6.1. Scarcity and Choice</p> <p>6.1.4.A. Identify scarcity of resources in a local community.</p> <p>6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.</p> <p>6.1.4.C. Illustrate what individuals or organizations give up when making a choice.</p> <p>6.1.4.D. Explain what influences the choices people make.</p>	<p>Transfer</p> <p><i>A person's geographical location impacts how they live.</i></p>	
	<p>Meaning</p>	
	<p>Understandings:</p> <ul style="list-style-type: none"> - <i>A person's cultural background influences how they live.</i> - <i>You learn more about yourself and your own culture by understanding other people and cultures.</i> - <i>Geographical features of places impact people.</i> 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - How does where you live impact how you live? - Why is it important to understand the challenges that other cultures face? - Why is it important to have a place that feels like home? - How do the unique cultural elements in different countries impact you?
<p>Geography</p> <p>7.1 Basic Geographic Literacy</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.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</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: • Population</p>	<p>Acquisition</p>	
	<p>Students will know...</p> <ul style="list-style-type: none"> - I can identify scarcity of resources in the local community. - I can explain who provides services in the community - I can explain how individuals and organizations make choices (related to scarcity). - I can describe and locate places and regions as defined by physical and human features. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> - I can recognize the difference between basic needs and wants. - 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 analyze the effects of catastrophic environmental and technological events on human settlements, migration,

<p>· Culture · Settlement · Economic activities · Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.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>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.</p> <p>C3 Human-Environmental Interaction: Place, Regions, and Culture</p> <p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environment.</p> <p>D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>C3 Human Population: Spatial Patterns and Movements</p> <p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p>	<ul style="list-style-type: none"> - I can identify 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 the following criteria: · Population · Culture · Settlement · Economic · Political Activities - 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. - I can explain how culture influences the way people modify and adapt to their environment. - I can describe how environmental and cultural characteristics influence population distribution in specific places or regions. - I can explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. - I can explain how human settlements and movements relate to the locations and use of various natural resources. 	<p>and affect people living in other places..</p> <ul style="list-style-type: none"> - I can compare and contrast characteristics of the social, political, cultural, and economic groups in world history. - I can locate historical documents, artifacts, and sites, which are critical to World history.
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D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

C3 Global Interconnections: Changing Spatial Patterns

D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.

D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.

History

8.4. World History

8.4.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups in world history

8.4.4.B. Locate historical documents, artifacts, and sites, which are critical to World history.

8.4.4.C. Explain how continuity and change in world history have influenced personal development and identity. •

Belief systems and religions •

Commerce and industry • Technology •

Politics and government • Physical and

human geography • Social organizations

- I can explain why environmental characteristics vary among different world regions.
- I can describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
- I can explain how continuity and change in world history have influenced personal development and identity.

