

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



Kindergarten Social Studies

Unit 1: Our Classroom Map	
Vocabulary & Topics	Respectful choices in our school How to be a leader Problem and solutions Maps and why they are important to us Map of classroom
Projects & Artifacts of Learning	Anchor chart about respectful choices Anchor chart about jobs 3D classroom map Workbook Pages
Resources	Classroom map materials Google Earth Kindergarten Social Studies Notebook - created throughout the year Books: <i>How Do Dinosaurs Go to School?</i> , <i>A Recess Queen</i> , <i>Me on the Map</i>
Questions to Ask Your Child	What is a map? How & why do we use maps? What rules can we follow to be a responsible leader in our school? What is a problem? How can we solve conflicts?

Kindergarten Social Studies

Unit 2: My Personal History Scrapbook	
Vocabulary & Topics	<p>History - defined, students share family history</p> <p>Timelines</p> <p>Culture & Ethnicity, defined, students share about their families</p> <p>Fact vs. Opinion</p> <p>PA History, Landmarks, and Symbols - Introduced through <i>K is for Keystone</i></p> <p>US Holidays & Symbols - American Flag, Bald Eagle, Veterans Day, Memorial Day, Presidents Day, 4th of July</p> <p>World Holidays & Cultures - Introduced through <i>Celebrations Around the World</i></p> <p>Family Trees</p>
Projects & Artifacts of Learning	<p>Anchor Charts of Fact vs. Opinion</p> <p>Personal History Scrapbooks</p> <p>Social Studies Workbook Pages</p>
Resources	<p>Social Studies Workbook</p> <p>Select F&P IRA Books: Grace Lin (T)</p> <p>Select F&P Shared Readers: <i>School Days</i></p> <p>Books: <i>The Problem with Problems</i>, <i>K is for Keystone</i>, <i>Celebration Around the World</i>; Additional text from ELA Themes: Exploring Family & Culture, Living and Working Together: Community, Houses & Homes</p>
Questions to Ask Your Child	<p>What is history?</p> <p>What can we learn through people and artifacts in history?</p> <p>What is the Capital of Pennsylvania?</p> <p>What other cultural celebrations have you talked about in school that you may not celebrate in your own home?</p>

Kindergarten Social Studies

Unit 3: People in My Community	
Vocabulary & Topics	<p>Family - wants and needs - define/identify Roles of family members Community - defined Community Helpers nurses, postal workers, police officers, grocery, store clerks, construction workers, dentists, sanitation workers, doctors, firefighters Goods and consumers - define/identify</p>
Projects & Artifacts of Learning	<p>Anchor chart about families Seesaw Activities Social social notebook pages Community Helpers Exhibit</p>
Resources	<p>Social Studies Notebook Books: <i>A Family Means...</i>, <i>But I Want It!</i>, <i>The Relatives Came</i>, <i>Over the Farm</i>, <i>Building a House</i>, <i>Fireman Small</i></p>
Questions to Ask Your Child	<p>Who are some important people in our community? What do they do? Why do we have money in our community? Tell me about a helper in our community.</p>

UNIT 1 | Our Classroom Map

STAGE 1 | DESIRED RESULTS

<p>Civics and Government</p> <p>5.1. Principles and Documents of Government</p> <p>5.1.K.A. Explain the purpose of rules. 5.1.K.B. Explain the need for rules. 5.1.K.C. Define respect for self and others. 5.1.K.E. Demonstrate responsibilities in the classroom.</p> <p>5.2. Rights and Responsibilities of Citizenship</p> <p>5.2.K.A Identify responsibilities at school. 5.2.K.B. Identify a problem and discuss possible solutions. 5.2.K.C. Identify classroom projects/activities that support leadership and service. 5.2.K.D. Explain responsible classroom behavior.</p> <p>5.3. How Government Works</p> <p>5.3.K.F. Identify and explain behaviors for responsible classroom citizens .</p> <p>5.4. How International Relationships Function</p> <p>5.4.K.A. Identify conflict in the classroom. 5.4.K.B. Identify how students can work together.</p>	<p>Transfer</p>	
	<p><i>School is an important place to learn rules and explore our environment.</i></p>	
	<p>Meaning</p>	
	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • People use maps to learn about a location. • Rules are designed to provide people with equitable access to places and materials. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we use maps? • What rules do we follow to be a responsible leader in our school?
<p>Acquisition</p>		
	<p>Knowledge:</p> <ul style="list-style-type: none"> • I can explain the purpose of rules. • I can explain the need for rules. • I can define respect for self and others. • I can identify responsibilities at school. • I can identify a problem and discuss possible solutions. • I can identify classroom projects/activities that support leadership and service. • I can explain responsible classroom behavior. • I can identify and explain behaviors for responsible classroom citizens. • I can identify conflict in the classroom. 	<p>Skills:</p> <ul style="list-style-type: none"> • I can demonstrate responsibilities in the classroom. • 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 their own point of view with others' perspectives. • I can interpret a simple map of a known environment. • I can construct maps, graphs, and other representations of familiar places. • I can use maps, graphs, photographs, and other representations to describe

C3 Civic and Political Institutions

D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

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.

D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.

Geography**7.1. Basic Geographic Literacy**

7.1.K.A. Interpret a simple map of a known environment.

7.1.K.B. Describe the location of places in the home, school, and community to gain an understanding of relative location.

7.2. Physical Characteristics of Places and Regions

7.2.K.A. Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.

7.2.K.B. Identify land and water forms.

7.4. Interactions Between People and the Environment

7.4.K.A. Identify local bodies of water and landforms to gain an understanding of their impact on the local community.

- I can identify how students can work together.
- I can explain the need for and purposes of rules in various settings inside and outside of school.
- I can explain how people can work together to make decisions in the classroom.
- I can describe the location of places in the home, school, and community to gain an understanding of relative location.
- I can describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.
- I can identify land and water forms.
- I can identify local bodies of water and landforms to gain an understanding of their impact on the local community.

places and the relationships and interactions that shape them.

- 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 conflict.

**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.

**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

8.2. Pennsylvania History

8.2.K.D. Demonstrate an understanding of conflict.

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UNIT 2 | My Personal History Scrapbook

STAGE 1 | DESIRED RESULTS

<p>Civics and Government 5.1. Principles and Documents of Government 5.1.K.F. Identify significant American holidays and their symbols.</p> <p>History 8.1. Historical Analysis and Skills Development 8.1.K.A. Identify chronological sequence through days, weeks, months, and years (calendar time). 8.1.K.B. With guidance and support, differentiate facts from opinions as related to an event. 8.1.K.C. Explain how to locate information in a source.</p> <p>8.2. Pennsylvania History 8.2.K.B. Examine photographs of documents, artifacts, and places unique to Pennsylvania.</p> <p>8.3. United States History 8.3.K.A. Identify American people related to national holidays. 8.3.K.B. Identify documents and artifacts important to the classroom community.</p>	Transfer	
	<i>People and places have different cultures.</i>	
	Meaning	
	Enduring Understandings: <ul style="list-style-type: none"> • Cultures are shaped by historical events. • Historical events are often archived by documents and artifacts. 	Essential Questions: <ul style="list-style-type: none"> • What is my personal history? • How can timelines help us understand history? • What can we learn about history through people and artifacts in the United States?
Acquisition		
Knowledge: <ul style="list-style-type: none"> • I can identify significant American holidays and their symbols. • I can identify chronological sequence through days, weeks, months, and years (calendar time). • I can explain how to locate information in a source. • I can examine photographs of documents, artifacts, and places unique to Pennsylvania. • I can identify American people related to national holidays. • I can identify documents and artifacts important to the classroom community. • I can demonstrate an understanding of time order. • I can explain how cultures celebrate. • I can identify different celebrations of different cultures from around the world. 	Skills: <ul style="list-style-type: none"> • With guidance and support, I can differentiate facts from opinions as related to an event. • I can create a chronological sequence of multiple events. • I can compare life in the past to life today. • I can create a Personal History Scrapbook. 	

8.3.K.C. Demonstrate an understanding of time order.

8.4. World History

8.4.K.A. Explain how cultures celebrate.

8.4.K.C. Identify different celebrations of different cultures from around the world.

8.4.K.D. Demonstrate an understanding of conflict and cooperation.

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

- I can demonstrate an understanding of conflict and cooperation.

UNIT 3 | People In My Community

STAGE 1 | DESIRED RESULTS

<p>Civics and Government 5.3. How Government Works 5.3.K.B. Identify the role of adults in authority at home or in school. 5.3.K.C. Identify roles of firefighters, police officers, and emergency workers.</p> <p>C3 Civic and Political Institutions D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>Economics 6.1. Scarcity and Choice 6.1.K.A Identify how scarcity influences choice. 6.1.K.B. Identify family wants and needs. 6.1.K.C. Identify choices to meet needs. 6.1.K.D. Identify a choice based on family interest.</p>	Transfer	
	<i>People in communities serve each other.</i>	
	Meaning	
	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • People in communities have different roles that collectively support the success of the community. • Families have many different structures. • People may have similar or different wants and needs that are influenced by availability of resources. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Who are important people in my community? • How are goods, services, consumers, and producers connected? What products are imported from other countries? How does demand affect price? • What are the roles of money, jobs, and businesses in a community? How does training and pay vary among jobs?
Acquisition		
<p>Knowledge:</p> <ul style="list-style-type: none"> • I can identify the role of adults in authority at home or in school. • I can identify the roles of firefighters, police officers, and emergency workers. • I can explain how all people, not just official leaders, play important roles in a community • I can describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • I can identify how scarcity influences choice. 	<p>Skills:</p> <ul style="list-style-type: none"> • I can share what it means to be a community member and worker. • I can explain the people and roles in my family. • I can identify needs and wants as it relates to being a consumer. • I can create and label a variety of community workers and tools they use for their job. 	

6.2. Markets and Economic Systems

6.2.K.A. Identify goods and consumers.

6.2.K.C. Identify advertisements that encourage us to buy things.

6.2.K.D. Identify currency and how it is used.

6.3. Functions of Government

6.3.K.D. Identify products produced in the region or state.

6.4. Economic Interdependence

6.4.K.A. Identify the specialized role performed by each member of the family.

6.4.K.D. Identify individual wants and needs.

6.5. Income, Profit, and Wealth

6.5.K.A. Identify individuals who volunteer in the community.

6.5.5KC. Identify goods and services provided by local businesses.

C3 Economic Decision Making

D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.

D2.Eco.5.K-2. Identify prices of products in a local market.

D2.Eco.6.K-2. Explain how people earn income.

- I can identify family wants and needs.
- I can identify choices to meet needs.
- I can identify a choice based on family interest.
- I can identify goods and consumers.
- I can identify advertisements that encourage us to buy things.
- I can identify currency and how it is used.
- I can identify products produced in the region or state.
- I can identify the specialized role performed by each member of the family.
- I can identify individual wants and needs.
- I can describe the goods and services that people in the local community produce and those that are produced in other communities.
- I can identify prices of products in a local market.
- I can explain how people earn income.
- I can describe examples of costs of production.
- I can describe examples of the goods and services that governments provide.
- I can describe how weather affects daily life.
- I can explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
- I can identify people in authority.

D2.Eco.7.K-2. Describe examples of costs of production.

C3 The National Economy

D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.

Geography

7.3. Human Characteristics of Places and Regions

7.3.K.A. Describe how weather affects daily life.

C3 Human-Environment Interaction: Place, Regions, and Culture

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

History

8.2. Pennsylvania History

8.2.K.A. Identify people in authority.