

Course: Social Studies/ Grade 1

Unit 1: Rules, Responsibilities, and Laws

Subject
Social Studies

Grade
1

Unit
Unit 1: Rules, Responsibilities
and Laws

Suggested Timeline
Beginning of year and
throughout school year

Grade Level Summary

Social Studies in 1st Grade focuses on developing our knowledge of the world around us with an emphasis on the school and local community. Concepts will include geography, culture, economics, history and media literacy. Key Pennsylvania and United States symbols, celebrations, holidays, and figures will also be explored.

Grade Level Units

Unit 1: Rules, Responsibilities, and Laws

Unit 2: Government

Unit 3: Conflict and Cooperation

Unit 4: Economics-Jobs & Money

Unit 4: Economics - Needs & Wants

Unit 5: History

Unit 6: Geography

Unit 7: Media

Unit Title

Rules, Responsibilities and Laws

Unit Summary

This unit will teach students the importance of rules, laws and responsibilities in the school, community and society.

Unit Essential Questions

1. Why are rules and laws important for groups of people?

Key Understandings

1. Rules and laws help groups function efficiently

Focus Standards Addressed in the Unit

5.1.1.A	Explain the purpose 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 ' responsibilities in the school and community
5.2.1.A	Identify and explain the importance of responsibilities at school and at home
5.2.1.D	Explain responsible school behavior
5.3.1.F	Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action
5.2.1.C	Identify school projects/activities that support leadership and public service

Important Standards Addressed in the Unit

Misconceptions

- That everyone is treated the same.

Proper Conceptions

- Fair isn't equal, fair is what everyone needs
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Concepts

1. Purpose and importance of rules and laws
2. Everyone has responsibilities in society
3. Equality and treatment of others
4. All actions have consequences

Competencies

1. Students will be able to state why rules and laws are important
2. Students will be able to name several responsibilities that people have in society
3. Students will be able to explain the importance of treating people equally
4. Students will identify consequences of actions

Vocabulary

rules, laws, responsibility, community, school, equality, society, consequences

Assessments:

Participation in creation of classroom rules
Participation in classroom discussion of societal rules and laws
Students will explain why people need to be treated equally
Students can tell a consequence to an action

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read Scholastic News or Time for Kids
Watch Brain Pop or Discovery streaming video
Read trade books
Guidance Department to teach lesson

Differentiation:

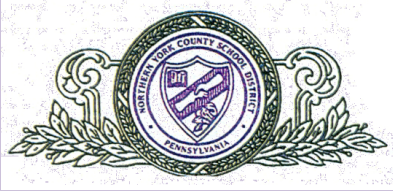
Multiple concrete representations
Use of graphic organizers
Independent project
Modify quizzes and tests by limiting number of possible responses
Scaffold writing pieces by providing a frame
Ensure reading texts are leveled

Interdisciplinary Connections:

Additional Resources:

Created By:

Social Studies Curriculum Committee



Course: Social Studies/ Grade 1

Unit 2: Government

Subject Social Studies	Grade 1	Unit Unit 2: Government	Suggested Timeline 3-4 lessons
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Grade Level Summary	Social Studies in 1st Grade focuses on developing our knowledge of the world around us with an emphasis on the school and local community. Concepts will include geography, culture, economics, history and media literacy. Key Pennsylvania and United States symbols, celebrations, holidays, and figures will also be explored
Grade Level Units	Unit 1: Rules, Responsibilities, and Laws Unit 2: Government Unit 3: Conflict and Cooperation Unit 4: Economics-Jobs & Money Unit 4: Economics - Needs & Wants Unit 5: History Unit 6: Geography Unit 7: Media

Unit Title Unit 2: Government
Unit Summary This unit will teach students the roles and services of local government. It will also teach the importance of government workers in the community.

Unit Essential Questions <ol style="list-style-type: none"> What services does local government provide? What role do local government works play in the community? What is the importance of local government workers? What are taxes and what are they used for? What are national symbols? 	Key Understandings <ol style="list-style-type: none"> Local government workers (ie: police, firefighter, EMS, snowplow, trash collection, etc) and what they do The value of these workers to the community Services the local government provides Taxes are used to provide services The United States has national symbols
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Focus Standards Addressed in the Unit	
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 fire firefighters, police officers and emergency workers in the community
5.3.1.I	Provide examples of taxation
5.1.1.F	Identify national symbols

Important Standards Addressed in the Unit	

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> Firefighters can appear scary to some children 	

Concepts <ol style="list-style-type: none"> Local government provides services Roles of local government workers Importance of local government Taxes help pay for government services The United States has national symbols 	Competencies <ol style="list-style-type: none"> Students will identify local government workers and roles Students will state the importance of local government services Students will identify what taxes are used for Students identify national symbols 	Vocabulary government, services, firefighter, police officer, emergency medical technician, trash collector, recycling, taxes, national symbols, United States, flag, Pledge of Allegiance, National Anthem
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Assessments:

Classroom discussion of local government

Picture/writing of local government service and/or worker

Students will be able to state local government services and why they are important

Participation in discussion about government services paid for by taxes

Identification of national symbols

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read related trade books

Show related BrainPop Jr. videos

Show related Discovery Education videos

Other internet resources

Time for Kids or Scholastic News

Newspapers

Differentiation:

Multiple concrete representations

Use of graphic organizers

Independent project

Modify quizzes and tests by limiting number of possible responses

Scaffold writing pieces by providing a frame

Ensure reading texts are leveled

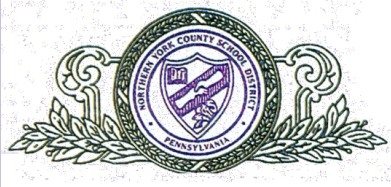
Interdisciplinary Connections:

Additional Resources:

Guest Speaker

Created By:

Social Studies Curriculum Committee



Course: Social Studies/ Grade 1
Unit 3: Conflict and Cooperation

Subject
 Social Studies

Grade
 1

Unit 3: Conflict and Cooperation

Suggested Timeline
 3-4 lessons, reteach throughout year as needed

Grade Level Summary

Social Studies in 1st Grade focuses on developing our knowledge of the world around us with an emphasis on the school and local community. Concepts will include geography, culture, economics, history and media literacy. Key Pennsylvania and United States symbols, celebrations, holidays, and figures will also be explored

Grade Level Units

Unit 1: Rules, Responsibilities, and Laws
 Unit 2: Government
Unit 3: Conflict and Cooperation
 Unit 4: Economics-Jobs & Money
 Unit 4: Economics - Needs & Wants
 Unit 5: History
 Unit 6: Geography
 Unit 7: Media

Unit Title

Unit 3: Conflict and Cooperation

Unit Summary

This unit will teach students what conflict is, how to avoid it and how conflict can be resolved.

Unit Essential Questions

1. What is conflict?
2. How can conflict be avoided?
3. How can conflict be resolved?

Key Understandings

1. Conflict can be between individuals or groups
2. Conflict can be avoided
3. Conflict can be resolved in different ways
4. Conflict can be resolved individually or with the help of others

Focus Standards Addressed in the Unit

5.2.1.B	Identify a problem and attempt to solve with adult or peer assistance
5.3.1.D	Identify positions of authority in the classroom community
5.3.1.E	Identify situations in the school or community when it is beneficial to have an elected official represent the people
5.4.1.A	Identify ways to avoid conflict
5.4.1.B	Describe how classrooms can work together
5.4.1.E	Explain how a classroom community reaches compromise
5.3.6.J	Describe situations where voting eases conflict

Important Standards Addressed in the Unit

Misconceptions

None

**Proper
Conceptions**None

Concepts

1. Conflict occurs in many situations
2. Conflict can be avoided
3. Conflicts can be resolved in many ways

Competencies

1. Students can identify what conflict is
2. Student will identify sources of conflict
3. Students can identify ways to resolve conflict (compromise, authority figure, avoidance, voting, etc)

Vocabulary

conflict, compromise, authority, voting, avoidance, argument, community, problem, solve

Assessments:

Roleplay

Classroom voting for a choice

Students can state who can help resolve conflict

Students can state sources of conflict

Participation in classroom about conflict and resolution

Suggested Strategies to Support Design of Coherent Instruction*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

Read Scholastic News or Time for Kids

Watch Brain Pop or Discovery streaming video

Read trade books

Guidance Department to teach lesson

Use other internet resources (Pinterest, Teachers Pay Teacher, etc)

Differentiation:

Multiple concrete representations

Use of graphic organizers

Independent project

Modify quizzes and tests by limiting number of possible responses

Scaffold writing pieces by providing a frame

Ensure reading texts are leveled

Interdisciplinary Connections:

Additional Resources:

Created By:Social Studies Curriculum Committee



Course: Social Studies/ Grade 1
Unit 4: Economics - Jobs and Money

Subject
 Social Studies

Grade
 1

Unit 4: Economics-
 Jobs & Money

Suggested Timeline
 2-3 lessons

Grade Level Summary

Social Studies in 1st Grade focuses on developing our knowledge of the world around us with an emphasis on the school and local community. Concepts will include geography, culture, economics, history and media literacy. Key Pennsylvania and United States symbols, celebrations, holidays, and figures will also be explored

Grade Level Units

Unit 1: Rules, Responsibilities, and Laws
 Unit 2: Government
 Unit 3: Conflict and Cooperation
Unit 4: Economics-Jobs & Money
 Unit 4: Economics - Needs & Wants
 Unit 5: History
 Unit 6: Geography
 Unit 7: Media

Unit Title

Unit 4: Economics-Jobs & Money

Unit Summary

In this unit students will learn about why people work and how they earn money

Unit Essential Questions

1. Why do people work?
2. How can you earn money?
3. Why do people need money?

Key Understandings

1. People work to earn money for needs and wants
2. There are different ways to earn money
3. Money can be spent or saved
4. Different families have different amounts of money

Focus Standards Addressed in the Unit

6.5.1.D	Identify ways to earn money
6.1.1.A	Identify scarcity of resources within the family
6.2.1.G	Define an economic system at the individual level
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.G	Explain the need to save money

Important Standards Addressed in the Unit

Misconceptions

- The family has unlimited money

Proper Conceptions

- Everyone has different amounts of money
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Concepts

1. People work for money
2. Jobs provide money
3. Sometimes people don't have enough money for what their needs and wants
4. There are different ways to earn money
5. Money can be spent or saved
6. Different jobs pay different amounts of money

Competencies

1. Students can identify ways to earn money
2. Students can identify ways money can be used (spending, saving)
3. Students can identify why families need money
4. Students can identify the purpose of different occupation

Vocabulary

jobs, money, spend, save, occupation, chores, needs, wants

Assessments:

Students identify several occupations and the purpose of each

Students draw or write about a job

Participation in class discussion on earning, saving and spending money

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read Scholastic News or Time for Kids

Watch Brain Pop or Discovery streaming video

Read trade books

Guest speaker

Read newspapers

Differentiation:

Multiple concrete representations

Use of graphic organizers

Independent project

Modify quizzes and tests by limiting number of possible responses

Scaffold writing pieces by providing a frame

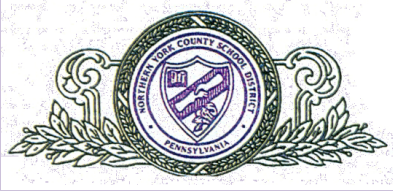
Ensure reading texts are leveled

Interdisciplinary Connections:

Additional Resources:

Created By:

Social Studies Curriculum Committee



Course: Social Studies/ Grade 1
Unit 4: Economics - Needs and Wants

Subject
Social Studies

Grade
1

**Unit 4: Economics- Needs
& Wants**

Suggested Timeline
2-3 lessons

Grade Level Summary

Social Studies in 1st Grade focuses on developing our knowledge of the world around us with an emphasis on the school and local community. Concepts will include geography, culture, economics, history and media literacy. Key Pennsylvania and United States symbols, celebrations, holidays, and figures will also be explored

Grade Level Units

Unit 1: Rules, Responsibilities, and Laws
Unit 2: Government
Unit 3: Conflict and Cooperation
Unit 4: Economics-Jobs & Money
Unit 4: Economics - Needs & Wants
Unit 5: History
Unit 6: Geography
Unit 7: Media

Unit Title

Economics-Needs & Wants

Unit Summary

This unit will teach students about wants versus needs

Unit Essential Questions

1. What is a need?
2. What is a want?
3. What is the difference between a want and a need?

Key Understandings

1. People need different things
2. People want different things
3. Needs differ from wants

Focus Standards Addressed in the Unit

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

Important Standards Addressed in the Unit

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> Everything is a need 	<ul style="list-style-type: none"> Needs are to sustain life, wants enhance quality of life

Concepts <ol style="list-style-type: none"> Needs sustain life Wants enhance quality of life People want and need different things 	Competencies <ol style="list-style-type: none"> Students can identify a need versus a want Student can identify why people's needs can differ Students can identify why people's wants can differ 	Vocabulary needs, wants, quality of life, necessity, differ, shelter
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Assessments:

Students can draw or write about personal needs and wants
Students contribute to class chart of needs and wants

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read Scholastic News or Time for Kids
Watch Brain Pop or Discovery streaming video
Read trade books
Read newspapers
Guest speaker

Differentiation:

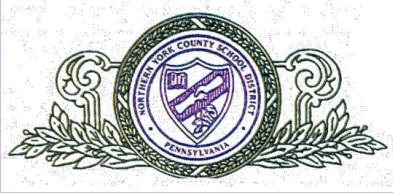
Multiple concrete representations
Use of graphic organizers
Independent project
Modify quizzes and tests by limiting number of possible responses
Scaffold writing pieces by providing a frame
Ensure reading texts are leveled

Interdisciplinary Connections:

Additional Resources:

Created By:

Social Studies Curriculum Committee



Course: Social Studies/ Grade 1

Unit 5: History

Subject Social Studies	Grade 1	Unit Unit 5: History	Suggested Timeline 7-8 lessons
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Grade Level Summary	Social Studies in 1st Grade focuses on developing our knowledge of the world around us with an emphasis on the school and local community. Concepts will include geography, culture, economics, history and media literacy. Key Pennsylvania and United States symbols, celebrations, holidays, and figures will also be explored
Grade Level Units	Unit 1: Rules, Responsibilities, and Laws Unit 2: Government Unit 3: Conflict and Cooperation Unit 4: Economics-Jobs & Money Unit 4: Economics - Needs & Wants Unit 5: History Unit 6: Geography Unit 7: Media

Unit Title	Unit 5: History
Unit Summary	In this unit students will learn about Pennsylvania, United States and World history. They will also learn historical analysis and skills development.

Unit Essential Questions <ol style="list-style-type: none"> 1. What individuals are important to PA/US/World History? 2. Where can I find historical information? 3. What are the symbols, mottos and slogans of Pennsylvania? 4. What do cultures celebrate and why? 5. How are events ordered? 6. What are some changes that have affected US History? 7. What are some American/World landmarks and their importance? 8. How can differing points of view cause conflict in a community? 9. How do you identify conflict in various settings? 10. How do you cooperate with others in various settings? 	Key Understandings <ol style="list-style-type: none"> 1. People have had positive and negative impacts on history 2. Historical information can be found in many places 3. Pennsylvania has official symbols, mottos and slogans 4. Events happen in the past, present, future (chronology) 5. The world has historical landmarks 6. People have different points of view which can cause conflicts 7. Cooperation creates harmony within communities
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Focus Standards Addressed in the Unit	
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
8.2.1.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
8.2.1.D	Identify historical conflict in the community
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
8.3.1.D	Identify conflict and describe ways to cooperate with others by making smart choices
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
8.4.1.D	Describe examples of conflict and cooperation in the classroom community

Important Standards Addressed in the Unit	

Misconceptions		Proper Conceptions	

Concepts	Competencies	Vocabulary
<ol style="list-style-type: none"> There are many people who are important to history Historical information is available from many sources Pennsylvania has symbols, a motto and a slogan Celebrations vary among different cultures Events happen in the past, present and future (chronology) Changes occur that positively and negatively impact history The world has historical landmarks Differing points of view cause conflict Conflict exists throughout society Cooperation creates harmony within communities 	<ol style="list-style-type: none"> Students can identify people who are important to PA/US/World history Students can identify where to find historical information Students can identify some PA symbols, motto and slogan Students can identify some celebrations from other cultures Students will recognize that events can happen in the past, present, or future. Students will identify events that have changed history both positively or negatively 	landmark, history, Pennsylvania, motto, slogan, symbol, culture, past, present, future, conflict, chronology, cooperation

	7. Students will identify ways to cooperate in different situations	
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Assessments:

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- Read Scholastic News or Time for Kids
 - Watch Brain Pop or Discovery streaming video
 - Use trade books
 - Guidance Department to teach lesson
 - Use other internet resources (Pinterest, Teachers Pay Teacher, etc)
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Differentiation:

- Multiple concrete representations
 - Use of graphic organizers
 - Independent project
 - Modify quizzes and tests by limiting number of possible responses
 - Scaffold writing pieces by providing a frame
 - Ensure reading texts are leveled
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Interdisciplinary Connections:

Additional Resources:

Created By:

Social Studies Curriculum Committee



Course: Social Studies/ Grade 1

Unit 6: Geography

Subject Social Studies	Grade 1	Unit Geography	Suggested Timeline 2-3 lessons
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Grade Level Summary	Social Studies in 1st Grade focuses on developing our knowledge of the world around us with an emphasis on the school and local community. Concepts will include geography, culture, economics, history and media literacy. Key Pennsylvania and United States symbols, celebrations, holidays, and figures will also be explored
Grade Level Units	Unit 1: Rules, Responsibilities, and Laws Unit 2: Government Unit 3: Conflict and Cooperation Unit 4: Economics-Jobs & Money Unit 4: Economics - Needs & Wants Unit 5: History Unit 6: Geography Unit 7: Media

Unit Title
Unit 6: Geography

Unit Summary
In this unit students will learn basic geographic literacy, physical and human characteristics of places and regions, interactions between people and the environment

Unit Essential Questions

1. What is a geographic tool?
2. Where are places in relation to physical features?
3. What are the physical characteristics of our community and region?
4. What are the physical processes that affect the physical characteristics of places?
5. How does the climate determine how people live?
6. How do rivers, lakes and streams impact people?

Key Understandings

1. People use geographical tools
2. Places are near physical features
3. Communities and regions have physical characteristics
4. Physical processes affect characteristics of places
5. Climate determines how people live
6. Rivers, lakes and streams impact how and where people live

Focus Standards Addressed in the Unit

7.1.1.A	Identify geographic tools
7.1.1.B	Describe places in geographic reference to physical features
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
7.3.1.A	Identify the local climate and how it determines the way people live
7.4.1.A	Describe how lakes, rivers and streams impact people

Important Standards Addressed in the Unit

Misconceptions

- Where I live is “the world”

Proper Conceptions

- The world is a large place with diverse climate and geographic features

Concepts

1. People use geographical tools
2. Places are near physical features
3. Communities and regions have physical characteristics
4. Physical processes affect characteristics of places
5. Climate determines how people live
6. Rivers, lakes and streams impact how and where people live

Competencies

1. Students will identify geographic tools
2. Students will identify physical features
3. Students will identify physical characteristics of our region
4. Students will determine climate of our region
5. Students will identify how rivers, lakes and streams impact how and where people live

Vocabulary

globe, map, mountain, river, lake, stream, geography, climate, characteristics, community, region, physical feature,

Assessments:

Students explain the difference between a map and a globe and how they are used

Students draw a map showing physical characteristics in community and region

Participation in class discussion about climate

Students complete a product (powerpoint, kidpix, writing, etc) about how local climate affects their lives

Participation in class discussion about physical processes that affect places

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Use maps and globe

Read Scholastic News or Time for Kids

Watch Brain Pop or Discovery streaming video

Read trade books

Guidance Department to teach lesson

Use other internet resources (Pinterest, Teachers Pay Teacher, etc)

Differentiation:

Multiple concrete representations

Use of graphic organizers

Independent project

Modify quizzes and tests by limiting number of possible responses

Scaffold writing pieces by providing a frame

Ensure reading texts are leveled

Interdisciplinary Connections:

Additional Resources:

Created By:

Social Studies Curriculum Committee



Course: Social Studies/ Grade 1

Unit 7: Media

Subject
Social Studies

Grade
1

Unit
Unit 7: Media

Suggested Timeline

Grade Level Summary

Grade Level Units

Unit 1: Rules, Responsibilities, and Laws
Unit 2: Government
Unit 3: Conflict and Cooperation
Unit 4: Economics-Jobs & Money
Unit 4: Economics - Needs & Wants
Unit 5: History
Unit 6: Geography
Unit 7: Media

Unit Title

Unit 7: Media

Unit Summary

The students will learn about how information is conveyed and received.

Unit Essential Questions

1. How is information and news conveyed to the public?
2. How is information and news received by the public?

Key Understandings

1. Information can be received in many different ways
2. Information can be conveyed in many different ways

Focus Standards Addressed in the Unit

5.3.6.H

Explain how information/news is conveyed to the public

5.4.1.D

Identify different means of receiving information/news

Important Standards Addressed in the Unit

Misconceptions

- Information seen online and on television is always true

Proper Conceptions

- There are many ways to receive news and information and not everything is correct

Concepts <ol style="list-style-type: none"> 1. Information can be received in many different ways 2. Information can be conveyed in many different ways 3. Not all information in the media is always accurate 	Competencies <ol style="list-style-type: none"> 1. Students can identify ways information is conveyed and received 2. Students will question source of information 	Vocabulary news, media, internet, information, newspaper, television, accurate, true
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Assessments:

Participation in class discussion about media

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Read Scholastic News or Time for Kids

Watch Brain Pop or Discovery streaming video

Use trade books

Use other internet resources (Pinterest, Teachers Pay Teacher, etc)

Guest speaker

Read newspapers

Differentiation:

Multiple concrete representations

Use of graphic organizers

Independent project

Modify quizzes and tests by limiting number of possible responses

Scaffold writing pieces by providing a frame

Ensure reading texts are leveled

Interdisciplinary Connections:

Additional Resources:

Created By:

Social Studies Curriculum Committee
