

**Unit 1: Time For School  
 Grade 1**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand that a person belongs to many groups.</li> <li>• Recognize rules and laws help people get along in their home, school, and community.</li> <li>• Describe how families long ago compare to families today.</li> <li>• Describe how schools have changed over time.</li> </ul>	<p>Lesson 1 - Getting to Know Andrew 8-9            Colonial Williamsburg 12-13</p> <p>Lesson 2 - How and School 14-17            Ruby Bridges Hall 18-19</p> <p>Lesson 3 - Rules We Follow 22-25            Thinking Skills 26-27</p> <p>Lesson 4 - Learning About School 28-31            Then and Now 34-35</p>	<p><b>Compass Learning</b> (under Language Arts)            -Values- 10539, 10540, 10541, 10542, 10543, 10544            -Safety- 10442, 10443, 10444, 10445, 10446, 10447</p> <p><b>United Streaming</b>            -Going to School is Your Job- 13:04            -All About Families- 10:00            -Minding your Manners at School- 12:00            -What's Respect- 13:00            -Ask for It- 20:00            -Everyday Etiquette- 15:00            -I Had It First! Learning to Share- 13:00            -Responsible Me- 18:00            -How Not to Fight- 10:00            -I'm Telling! A Tattler's Tale- 16:00            -It's Okay to Say No- 14:00            -Stop Teasing Me- 13:00            - Working It Out- 21:00</p> <p><b>Workbook Pages pp. 3-4, 5-6, 7-8, 9</b></p> <p><b>Vocab Bk. pp. 1-6</b></p> <p><b>Every Student Learns Teacher's Guide pp. 2-5, 6-9, 10-13, 14-17</b></p> <p><b>Social Studies Plus! 2-10</b></p> <p><b>Read Alouds and Primary Sources pp. 1-9</b></p>

# Unit 1: Time For School Grade 1



## Assessment Options

### Formal Assessments

**What did you learn?** PE/TE pp. 9, 17, 25, 31, 41

**Unit Review**, PE/TE pp. 38–41

**Unit 1 Test**, Assessment Book pp. 1–4

**ExamView®CD-ROM**

### Informal Assessment

**Teacher's Edition Questions**, throughout Lessons and Features

**Close and Assess**, TE pp. 9, 11, 13, 17, 19, 21, 25, 27, 31, 33, 35, 37

**Try it!** PE/TE pp. 7, 27

**Think and Share**, PE/TE pp. 9, 11, 17, 25, 31, 33, 41

**Portfolio Assessment**, PE/TE p. 19

**Hands-on History**, PE/TE p. 35

**Portfolio Assessment**, TE pp. 1

**Leveled Practice**, TE pp. 4, 13a, 16, 21a, 27a, 35, 35a

**Performance Assessment**, TE pp. 11

**Unit Review: Skills on Your Own**, PE/TE p. 40

**Curriculum Connection: Writing**, TE pp. 13a, 21a, 27a, 33

**Hands-on Unit Project** (Unit 1 Performance Assessment), PE/TE pp. 1, 42

**Internet Activity**, PE p. 42

**Unit Review: Think and Share**, PE/TE p. 41

**Scoring Guides**, TE pp. 36a, 39, 40, 42

## PA Standards/Career Standards

### History

#### **8.1. Historical Analysis and Skills Development**

- A. Understand chronological thinking and distinguish between past, present and future time.
- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.
- D. Understand historical research.

#### **8.3. United States History**

- A. Identify contributions of individuals and groups to United States history.

### Civic and Government

#### **5.1. Principles and Documents of Government**

- C. Define the principles and ideals shaping government.

#### **5.2. Rights and Responsibilities of Citizenship**

- A. Identify examples of the rights and responsibilities of citizenship.

### Geography

#### **7.1. Basic Geographic Literacy**

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

#### **7.2 The Physical Characteristics of Places and Regions**

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

#### **7.3 The Human Characteristics of Places and Regions**

- B. Identify the human characteristics of places and regions by their cultural characteristics.
- D. Identify the human characteristics of places and regions by their economic activities.

### Economics

#### **6.1. Economic Systems**

- C. Identify local economic activities.

#### **6.2. Markets and the Functions of Governments**

- A. Define and identify goods, services, consumers and producers.
- C. Identify and compare means of payment.
- L. Explain why most countries create their own form of money.

#### **6.3. Scarcity and Choice**

- B. Define and identify wants of different people.
- D. Identify costs and benefits associated with an economic decision.
- F. Explain how self interest influences choice

#### **6.4. Economic Interdependence**

- B. Explain why people trade.
- D. Identify local resources.
- E. Define specialization and identify examples of interdependence.

#### **6.5. Work and Earnings**

- A. Explain why people work to get goods and services.
- B. Identify different occupations.
- G. Define saving and explain why people save.

### Career Standards

Unit 1: Time For School  
Grade 1



Teacher Notes	Teacher Notes	Teacher Notes

**Unit 2: In My Community**  
**Grade 1**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p>This unit introduces children to aspects of life in community and helps children learn about their relationship at home, neighborhood, community, and state</p> <p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognize that communities include people who have diverse ethnic origins, customs, and traditions and who make contributions to their community.</li> <li>Locate places on a map using the four cardinal directions.</li> <li>Use maps to identify significant places.</li> <li>Explain similarities and differences between life in city, town, suburban, and farm communities.</li> <li>Describe responsibilities of community leaders.</li> <li>Explain the need for laws in a community.</li> </ul>	<p>Lesson 1– Welcome to My Neighborhood pp. 50-53            Map and Globe Skills pp. 54-55</p> <p>Lesson 2– Different Kinds of Communities pp. 56-59            Use Four Directions pp. 60-61</p> <p>Lesson 3- Special Things We Do pp. 62-67</p> <p>Lesson 4- Community Laws and Leaders pp. 70-71</p> <p>Lesson 5– Where in the World Do I Live? pp. 74-77</p>	<p><b>Compass Learning</b> (under Language Arts)            -Neighborhoods- 10455, 10457, 10458, 10459, 10456, 10460</p> <p><b>United Streaming</b>            -All About Neighborhoods- 10:00            -Neighborhoods: Understanding Where We Live- 10:00            -Community Rules and Laws- 15:00            -China: Fun and Firecrackers; Magic Lantern- 14:14            -How Communities Alike and Different- 15:00</p> <p><b>Workbook Pages pp. 14-15, 16-17, 18, 19, 20</b></p> <p><b>Vocab Bk. pp. 7-14</b></p> <p><b>Every Student Learns Teacher’s Guide pp. 18-21, 22-25, 26-29, 30-33, 34-37</b></p> <p><b>Social Studies Plus! pp. 13-22</b></p> <p><b>Read Aloud and Primary Sources pp. 10, 12, 14, 16, 18</b></p>

# Unit 2: In My Community Grade 1



## Assessment Options

### Formal Assessments

**What did you learn?** What did you learn? PE/TE pp. 53, 57, 65, 71, 77

**Unit Review**, Unit Review, PE/TE pp. 82–85

**Unit 2 Test**, Unit 2 Test, Assessment Book pp. 5–8

### ExamView@CD-ROM Informal Assessment

**Teacher's Edition Questions**, throughout Lessons and Features

**Close and Assess**, TE pp. 49, 53, 55, 57, 59, 61, 65, 67, 69, 71, 73, 77, 79, 81

**Try it!** PE/TE pp. 49, 55, 61

**Think and Share**, PE/TE pp. 53, 57, 65, 71, 73, 77, 79

**Fairness in Action**, PE/TE p. 69

**Hands-on History**, PE/TE p. 59

**Portfolio Assessment**, TE p. 43

**Leveled Practice**, TE pp. 43, 55a, 61a, 69a, 73, 73a, 79a

### Performance Assessment

**Unit Review: Skills on Your Own**, PE/TE p. 84

**Curriculum Connection: Writing**, TE pp. 45, 55a, 69a, 73a

**Hands-on Unit Project** (Unit 2 Performance Assessment), PE/TE pp. 43, 86

**Internet Activity**, PE p. 86

**Scoring Guides**, TE pp. 80a, 83, 84, 86

## PA Standards/Career Standards

### History

#### **8.1 Historical Analysis and Skills Development**

- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.
- D. Understand historical research.

#### **8.2 Pennsylvania History**

- C. Identify and describe how continuity and change have influenced Pennsylvania history.
- D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.

### Civic and Government

#### **5.1 Principles and Documents of Government**

- A. Describe what government is.
- C. Define the principles and ideals shaping government.
- I. Explain why government is necessary in the classroom, school, community, state, and nation and the basic purpose of government in Pennsylvania and the United States.
- J. Explain the importance of respect for the property and the opinions of others.
- K. Identify symbols and political holidays.
- L. Identify ways courts resolve conflicts involving principles and ideals of government.

#### **5.2 Rights and Responsibilities of Citizenship**

- A. Identify examples of the rights and responsibilities of citizenship.
- D. Identify the importance of political leadership and public service in the school, community, state, and nation.
- F. Explain the benefits of following rules and laws and the consequences of violating them.

#### **5.3 How Government Works**

- A. Identify the elected representative bodies for making Pennsylvania and United States laws.
- B. Identify the role of the three branches of government.
- C. Identify the reasons for rules and laws in the school and community.
- E. Identify the positions of authority at school and in local, state, and national governments.

#### **5.4 How International Relationships Function**

- A. Recognize that the world is divided into various political units.
- C. Identify ways in which countries interact with the United States.

### Geography

#### **7.1. Basic Geographic Literacy**

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

#### **7.2 The Physical Characteristics of Places and Regions**

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

#### **7.3 The Human Characteristics of Places and Regions**

- A. Identify the human characteristics of places and regions by their population characteristics.
- B. Identify the human characteristics of places and regions by their cultural characteristics.
- C. Identify the human characteristics of places and regions by their settlement characteristics.
- E. Identify the human characteristics of places and regions by their political activities.

#### **7.4 Interactions Between People and Places**

- A. Identify the impacts of physical systems on people.

### Economics

#### **6.2. Markets and the Functions of Governments**

- A. Define and identify goods, services, consumers and producers.
- I. Identify goods and services produced by the government.

#### **6.4. Economic Interdependence**

- B. Explain why people trade.
- C. Explain why goods, services, and resources come from all over the nation and the world.

### Career Standards

- 13.1.3.A Recognize that individuals have unique interests
- 13.1.3.C Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing
- 13.1.3.E Describe the work done by school personnel and other members in the community

Unit 2: In My Community  
Grade 1



Teacher Notes	Teacher Notes	Teacher Notes

**Unit 3: Work! Work! Work!**  
**Grade 1**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p>This unit introduces children to the concepts of jobs at home, school, and community and explores basic economic concepts relating to how people work to fulfill their economic need and wants.</p> <p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the requirements for various jobs in out home, school, and community.</li> <li>• Distinguish between wants and needs.</li> <li>• Identify examples of choices families make when buying goods and services.</li> <li>• Understand that different countries have different kinds of money.</li> <li>• Identify historical figures who have exemplified good citizenship.</li> <li>• Identify characteristics of good citizenship such as responsibility for the common good.</li> <li>• Identify forms of transportation and describe how they help people.</li> </ul>	<p>Lesson 1- Ben’s Jobs pages 94- 99</p> <p>Lesson 2- Needs and Wants Pages 100-103</p> <p>Lesson 3- Spending and Saving Pages 104-107</p> <p>Lesson 4- Welcome to Job Day! Pages 108-115</p> <p>Lesson 5- From Place to Place Pages 124-127</p>	<p><b>Compass Learning</b> (under Language Arts)        - Jobs in Your Neighborhood- 10470, 10479, 10481, 10469, 10482</p> <p><b>United Streaming</b>        -Play and Discover with Digger and Splat: Jobs People Do 17:31        -Production Workers: And the Goods They Make 16:00        -Service Workers: And the Services They Provide- 17:00        -Difference Between Wants and Needs 16:00        -Everybody Needs Shelter 13:00        -When I Grow Up I Want to Be a Pilot- 15:15        -When I Grow Up- I want to be a firefighter- 13:27        -When I Grow Up- I want to be a police officer- 12:44        -When I Grow Up- I want to be a teacher- 13:43        -Cops Are Tops: Our Police at Work- 14:34        -When I Grow Up- I want to be a veterinarian- 15:00        -Where We Live: Work and Play: Businesses- 12:07        -Come to a Farm- 11:55        -Sound the Alarm: Firefighters at Work- 16:00</p> <p><b>Workbook Pages pp. 25-26, 27, 28, 29</b></p> <p><b>Vocab Bk. pp. 15-22</b></p> <p><b>Every Student Learns Teacher’s Guide pp. 38-41, 42-45, 46-49</b></p> <p><b>Social Studies Plus! 25-34</b></p> <p><b>Read Aloud and Primary Sources pp. 19, 20, 22, 24, 26</b></p>

# Unit 3: Work! Work! Work!

## Grade 1



### Assessment Options

#### Formal Assessments

**What did you learn?** PE/TE pp. 97, 101, 105, 111, 119, 125, 133

**Unit Review**, PE/TE pp. 130–133

**Unit 3 Test**, Assessment Book, pp. 9–12

**ExamView®CD-ROM**

#### Informal Assessment

**Teacher's Edition Questions**, throughout Lessons and Features

**Close and Assess**, TE pp. 93, 97, 99, 101, 103, 105, 107, 111, 113, 115, 119, 121, 123, 125, 127, 129

**Try it!** PE/TE pp. 93, 99, 121

**Think and Share**, PE/TE pp. 97, 101, 105, 111, 115, 119, 123, 125

**Caring in Action**, PE/TE p. 113

**Portfolio Assessment**

**Hands-on History**, PE/TE p. 103

**Portfolio Assessment**, TE pp. 87, 132

**Leveled Practice**, TE pp. 90, 99a, 103a, 107a, 115a, 123a, 127a

**Workbook**, pp. 23–34

**Performance Assessment**

**Unit Review: Skills on Your Own**, PE/TE p. 132

**Curriculum Connection: Writing**, TE pp. 99a, 103, 103a, 115, 115a, 127a

**Hands-on Unit Project** (Unit 3 Performance Assessment), PE/TE pp. 87, 130, 134

**Internet Activity**, PE p. 134

**Scoring Guides**, TE pp. 131, 132, 134

### PA Standards/Career Standards

#### History

##### **8.1. Historical Analysis and Skills Development**

- A. Understand chronological thinking and distinguish between past, present and future time.
- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.
- D. Understand historical research.

##### **8.3. United States History**

- A. Identify contributions of individuals and groups to United States history.

#### Civic and Government

##### **5.1. Principles and Documents of Government**

- C. Define the principles and ideals shaping government.

##### **5.2. Rights and Responsibilities of Citizenship**

- A. Identify examples of the rights and responsibilities of citizenship.

#### Geography

##### **7.1. Basic Geographic Literacy**

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

##### **7.2 The Physical Characteristics of Places and Regions**

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

##### **7.3 The Human Characteristics of Places and Regions**

- B. Identify the human characteristics of places and regions by their cultural characteristics.
- D. Identify the human characteristics of places and regions by their economic activities.

#### Economics

##### **6.1. Economic Systems**

- C. Identify local economic activities.

##### **6.2. Markets and the Functions of Governments**

- A. Define and identify goods, services, consumers and producers.
- C. Identify and compare means of payment.
- L. Explain why most countries create their own form of money.

##### **6.3. Scarcity and Choice**

- B. Define and identify wants of different people.
- D. Identify costs and benefits associated with an economic decision.
- F. Explain how self interest influences choice

##### **6.4. Economic Interdependence**

- B. Explain why people trade.
- D. Identify local resources.
- E. Define specialization and identify examples of interdependence.

##### **6.5. Work and Earnings**

- A. Explain why people work to get goods and services.
- B. Identify different occupations.
- G. Define saving and explain why people save.

#### Career Standards

13.1.3.D Identify the range of jobs available in the community



Unit 3: Work! Work! Work!  
Grade 1



Teacher Notes	Teacher Notes	Teacher Notes

## Unit 4: Our Earth, Our Resources Grade 1



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>This unit introduces children to our Earth and its resources and identifies and describes physical characteristics of places such as landforms, bodies of water, and weather. Children will learn ways to protect and conserve natural resources.</p> <p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different types of weather and how it affects people's lives.</li> <li>• Explore how weather is different in different locations.</li> <li>• Create a time line.</li> <li>• Identify and describe the physical characteristics of places such as landforms and bodies of water.</li> <li>• Identify examples and uses of natural resources.</li> <li>• Describe ways to conserve natural resources by reducing, reusing, and recycling.</li> <li>• Distinguish among past, present, and future.</li> <li>• Identify ways that protecting natural resources helps animals.</li> </ul>	<p>Lesson 1- Different Kinds of Weather pages 142-145</p> <ul style="list-style-type: none"> <li>-Chart and Graph Skills pages 146-147</li> <li>-Weather and Seasons Long Ago pages 148-149</li> </ul> <p>Lesson 2- Looking at Our Land and Water pages 150-153</p> <ul style="list-style-type: none"> <li>-Map and Globe Skills- Locate Land and Water pages 154-155</li> </ul> <p>Lesson 3- Our Earth's Resources pages 156-159</p> <p>Lesson 4- Interview about Farm History pages 164-167</p> <p>Lesson 5- Caring for Our Resources pages 170-173</p>	<p><b>Compass Learning</b> (under Language Arts section)</p> <ul style="list-style-type: none"> <li>- Pollution- 10259, 10260, 10261, 10262, 10494, 10263</li> <li>-Weather- 10265, 10266, 10267, 10268, 10496, 10269</li> <li>-Seasons- 10501, 10502, 10503, 10504, 10505, 10506</li> </ul> <p><b>United Streaming</b></p> <ul style="list-style-type: none"> <li>-Holidays Facts and Fun- Earth Days 11:30</li> </ul> <p><b>Workbook Pages pp. 37-39, 40-41, 42, 43, 44</b></p> <p><b>Vocab Bk. pp. 23-30</b></p> <p><b>Every Student Learns Teacher's Guide pp. 62-65, 66-69, 70-73, 74-77, 78-81</b></p> <p><b>Social Studies Plus! pp. 37, 38, 40, 42, 44, 46</b></p> <p><b>Read Aloud and Primary Resources pp. 28, 30, 31, 33, 35</b></p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**What did you learn?** PE/TE pp. 145, 153, 159, 167, 173, 181

**Unit Review,** PE/TE pp. 178–181

**Unit 4 Test,** Assessment Book, pp. 13–16

**ExamView CD-ROM  
 Informal Assessment**

**Teacher’s Edition Questions,** throughout Lessons and Features

**Close and Assess,** TE pp. 141, 145, 147, 149, 153, 155, 159, 161, 163, 167, 169, 173, 175, 177

**Try it!** PE/TE pp. 141, 147, 155

**Think and Share,** PE/TE pp. 145, 153, 159, 163, 167, 173

**Responsibility in Action,** PE/TE p. 161

**Portfolio Assessment**

**Portfolio Assessment,** TE pp. 180

**Leveled Practice,** TE pp. 138, 149a, 155a, 163a, 169a, 175a

**Workbook PA 35-46  
 Performance Assessment**

**Unit Review: Skills on Your Own,** PE/TE p. 180

**Curriculum Connection: Writing,** TE pp. 136, 149a, 155a, 163a, 169a, 175a

**Hands-on Unit Project** (Unit 4 Performance Assessment), PE/TE pp. 135, 182

**Internet Activity,** PE p. 182

**Hands-on Unit Project,** PE/TE p. 182

**Scoring Guides,** TE pp. 176a, 179, 180, 182

**History**

**8.1. Historical Analysis and Skills Development**

- A. Understand chronological thinking and distinguish between past, present and future time.
- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.
- D. Understand historical research.

**8.2. Pennsylvania History**

- C. Identify and describe how continuity and change have influenced Pennsylvania history.

**Civic and Government**

**5.2. Rights and Responsibilities of Citizenship**

- A. Identify examples of the rights and responsibilities of citizenship.
- B. Identify personal rights and responsibilities.

**Geography**

**7.1. Basic Geographic Literacy**

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

**7.2 The Physical Characteristics of Places and Regions**

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

**7.3 The Human Characteristics of Places and Regions**

- A. Identify the human characteristics of places and regions by their population characteristics.
- D. Identify the human characteristics of places and regions by their economic activities.

**7.4 The Interactions Between People and Places**

- A. Identify the impacts of physical systems on people.
- B. Identify the impacts of people on physical systems.

**Economics**

**6.2. Markets and the Functions of Governments**

- B. Identify ways local businesses compete to get customers.

**6.3. Scarcity and Choice**

- C. Identify and define natural, human and capital resources.

**Career Standards**

Does not apply



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**

**Unit 5: This is Our Country**  
**Grade 1**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explore the diverse cultures and customs of the Native Americans</li> <li>• Recognize the importance of Columbus’s journey.</li> <li>• Demonstrate an understanding of the Pilgrims’ life in America.</li> <li>• Describe the origins of selected holidays and reasons for observing it.</li> <li>• Identify contributions of historic figures such as George Washington and Abraham Lincoln.</li> <li>• Identify symbols that represent the United States and what it stands for.</li> <li>• Describe how our country’s leaders are chosen and their roles in government.</li> </ul>	<p>Lesson 1- Native Americans Pages 190-191</p> <ul style="list-style-type: none"> <li>-Chart and Graph Skills- Read a Diagram pages 192-193</li> <li>-Native American Objects Pages 194-195</li> </ul> <p>Lesson 2- Early Travelers to America pages 196-199</p> <ul style="list-style-type: none"> <li>-Map and Globe Skills- Use a History map pages 200-201</li> </ul> <p>Lesson 3- The Colonies Become Free pages 202-205</p> <ul style="list-style-type: none"> <li>-Benjamin Franklin pages 206-207</li> </ul> <p>Lesson 4- Symbols in Our Country pages 208-209</p> <ul style="list-style-type: none"> <li>-Then and Now- Our Country’s Flag pages 210-211</li> </ul> <p>Lesson 5- We Celebrate Holiday pages 212-215</p> <ul style="list-style-type: none"> <li>-Biography- Abraham Lincoln pages 216-217</li> </ul> <p>Lesson 6- Choosing Our Country’s Leaders- pages 218-221</p> <ul style="list-style-type: none"> <li>-Citizens Heroes- Eleanor Roosevelt- pages 222-223</li> </ul>	<p><b>Compass Learning</b> (under Language Arts section)</p> <ul style="list-style-type: none"> <li>-Native Americans- 10336, 10337, 10338, 10339, 10500, 10340</li> <li>-Early America- 10386, 10387, 10388, 10390, 10391, 10392</li> <li>-America Grows- 10348, 10349, 10350, 10351, 10352, 10353</li> <li>-Cultural Holidays- 10514, 10515, 10516, 10517, 10518, 10519</li> </ul> <p><b>United Streaming</b></p> <ul style="list-style-type: none"> <li>-Old Glory- 10:00</li> <li>-US symbols 17:00</li> <li>-Thanksgiving Day; America Celebrates- 15:00</li> <li>-Holiday Facts and Fun: Thanksgiving- 10:00</li> <li>-Martin’s Big Words: The Life of Dr. Martin Luther King, Jr. 8:00</li> <li>-Holiday Facts and Fun: Columbus Day- 10:00</li> <li>-Holiday Facts and Fun: Kwanzaa- 10:00</li> <li>- Holiday Facts and Fun: Martin Luther King Jr.- 10:00</li> <li>-Holiday Facts and Fun: President’s Day- 12:00</li> <li>- Holiday Facts and Fun: St. Patrick’s Day- 13:00</li> <li>- Holiday Facts and Fun: Thanksgiving- 10:00</li> </ul> <p><b>Workbook Pages pp. 49-51, 52-53, 54, 55, 56, 57</b></p> <p><b>Vocab Bk. pp. 31-38</b></p> <p><b>Every Student Learns Teacher’s Guide pp. 82-85, 86-89, 90-93, 94-97, 98-101, 102-105</b></p> <p><b>Social Studies Plus! pp. 49, 50, 52, 54, 56, 58</b></p> <p><b>Read Aloud and Primary Sources pp. 37, 39, 41, 42, 44</b></p>

# Unit 5: This is Our Country Grade 1



## Assessment Options

### Formal Assessments

**What did you learn?** PE/TE pp. 191, 199, 205, 209, 215, 221, 229

**Unit Review**, PE/TE pp. 226–229

**Unit 5 Test**, Assessment Book, pp. 17–20

**ExamView®CD-ROM  
 Informal Assessment**

**Teacher’s Edition Questions**, throughout Lessons and Features

**Close and Assess**, TE pp. 189, 191, 195, 199, 201, 205, 207, 209, 215, 217, 221, 223, 225

**Try it!** PE/TE pp. 189, 193, 201

**Think and Share**, PE/TE pp. 191, 199, 205, 207, 209, 215, 217, 221

**Write and Share**, PE/TE p. 229

**Portfolio Assessment**, PE/TE p. 223

**Hands-on History**, PE/TE p. 211

**Portfolio Assessment**, TE pp. 183, 228

**Leveled Practice**, TE pp. 195a, 201a, 207a, 211a, 217a, 223a

**Workbook Pages**, pp. 47–59

**Unit Review: Skills on Your Own**, PE/TE p. 228

**Curriculum Connection: Writing**, TE pp. 195a, 201a, 207a, 211a, 217a, 223, 223a

**Hands-on Unit Project** (Unit 5 Performance Assessment), PE/TE pp. 183, 228, 230

**Internet Activity**, PE p. 230

**Unit Review: Write and Share**, PE/TE p. 229

**Scoring Guides**, TE pp. 224a, 227, 228, 230

## PA Standards/Career Standards

### History

#### **8.1. Historical Analysis and Skills Development**

- A. Understand chronological thinking and distinguish between past, present and future time.
- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.
- D. Understand historical research.

#### **8.2. Pennsylvania History**

- A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
- D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.

#### **8.3. United States History**

- A. Identify contributions of individuals and groups to United States history.
- B. Identify and describe primary documents, material artifacts and historic sites important in United States history.
- C. Identify important changes in United States history
- D. Identify conflict and cooperation among social groups and organizations in United States history.

### Civic and Government

#### **5.1. Principles and Documents of Government**

- A. Describe what government is.
- B. Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
- C. Define the principles and ideals shaping government.
- E. Identify documents of United States government.
- G. Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.
- H. Identify framers of documents of governments.
- I. Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in Pennsylvania and the United States.
- K. Identify symbols and political holidays.
- L. Identify ways courts resolve conflicts involving principles and ideals of government.
- M. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e. g., “I have a dream,” Reverend Martin Luther King; “One small step for mankind,” Neil Armstrong).

#### **5.2. Rights and Responsibilities of Citizenship**

- A. Identify examples of the rights and responsibilities of citizenship.
- D. Identify the importance of political leadership and public service in the school, community, state and nation.
- E. Describe ways citizens can influence the decisions and actions of government.
- F. Explain the benefits of following rules and laws and the consequences of violating them.
- G. Identify ways to participate in government and civic life.

#### **5.3. How Government Works**

- A. Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.
- B. Identify the role of the three branches of government.
- E. Identify positions of authority at school and in local, state and national governments.
- F. Explain what an election is.
- K. Identify different ways people govern themselves.

### Geography

#### **7.1. Basic Geographic Literacy**

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

#### **7.3 The Human Characteristics of Places and Regions**

- C. Identify the human characteristics of places and regions by their settlement characteristics.
- E. Identify the human characteristics of places and regions by their political activities.

### Career Standards

13.1.3.D Identify the range of jobs available in the community



**Teacher Notes**

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<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Learn about the market, technology and inventions. They also learn about life around the world.</li> <li>Identify the role of markets in the exchange of goods and services.</li> <li>Describe how technology has changed the way people live and work.</li> <li>Identify inventions that have helped people to communicate better and the inventors who made them.</li> <li>Describe how technology has changed transportation.</li> <li>Compare how people around the world are alike and different.</li> </ul>	<p>Lesson 1- pages 238-239 Visiting Markets</p> <p>Lesson 2- How Things Have Changed pages 242-243</p> <p>Lesson 3- Inventors and Inventions pages 246-249          -Telephones- pages 250-251</p> <p>Lesson 4- How Travel Has Changed page 252-253</p> <p>Lesson 5- Life Around the World pages 258-261</p>	<p><b>Compass Learning</b> (under Language Arts)          - Travel- 10527,10528, 10529, 10530, 10531, 10532</p> <p><b>United Streaming</b>          - A Tale About Diversity- 12:00          -How We're Different and Alike- 10:00</p> <p><b>Workbook Pages p.62-63, 64, 65, 66, 67-68</b></p> <p><b>Vocab Bk. pp. 39-44</b></p> <p><b>Every Student Learns Teacher's Guide p. 106-109, 110-113, 114-117, 118-121, 122-125</b></p> <p><b>Social Studies Plus! pp. 61, 62, 64, 66, 68, 69</b></p> <p><b>Read Aloud and Primary Sources pp. 46, 47, 48, 52</b></p>





**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**What did you learn?** PE/TE pp. 239, 243, 249, 253, 261  
**Unit Review**, PE/TE pp. 268–271  
**Unit 6 Test**, Assessment Book, pp. 21–24  
**ExamView®CD-ROM**

**Informal Assessment**

**Teacher’s Edition Questions**, throughout Lessons and Features  
**Close and Assess**, TE pp. 239, 243, 249, 253, 261  
**Try it!** PE/TE pp. 237, 241, 255,  
**Portfolio Assessment**, PE/TE pp. 243, 249, 253, 257, 261, 263  
**Respect in Action**, PE/TE p. 245

**Portfolio Assessment**, TE pp. 231, 270  
**Leveled Practice**, TE pp. 234, 241a, 245a, 251a, 257a, 265a  
**Workbook Pages**, pp. 60–70  
**Performance Assessment**  
**Unit Review: Skills on Your Own**, PE/TE p. 270

**Curriculum Connection: Writing**, TE pp. 241a, 245a, 251a, 257a, 265a

**Hands-on Unit Project** (Unit 6 Performance Assessment), PE/TE pp. 231, 268, 272  
**Internet Activity**, PE p. 272  
**Unit Review: Write and Share**, PE/TE p. 271  
**Scoring Guides**, TE pp. 266a, 269, 270, 272

**History**

**8.1. Historical Analysis and Skills Development**

- A. Understand chronological thinking and distinguish between past, present and future time.
- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.

**8.2. Pennsylvania History**

- B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
- C. Identify and describe how continuity and change have influenced Pennsylvania history.

**8.3. United States History**

- A. Identify contributions of individuals and groups to United States history.
- C. Identify important changes in United States history

**Civic and Government**

**5.3. How Government Works**

- B. Identify the role of the three branches of government.
- J. Identify the role of the media in society.

**Geography**

**7.1. Basic Geographic Literacy**

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

**7.3 The Human Characteristics of Places and Regions**

- A. Identify the human characteristics of places and regions by their population characteristics.
- B. Identify the human characteristics of places and regions by their cultural characteristics.
- D. Identify the human characteristics of places and regions by their economic activities.

**Economics**

**6.1. Economic Systems**

- A. Describe how individuals, families and communities with limited resources make choices.

**6.2. Markets and the Functions of Governments**

- A. Define and identify goods, services, consumers and producers.
- C. Identify and compare means of payment.
- D. Identify groups of competing producers in the local area.
- F. Define price and identify the prices of different items.

**6.4. Economic Interdependence**

- B. Explain why people trade.
- E. Define specialization and identify examples of interdependence.
- G. Identify local geographic patterns of economic activities.

**6.5. Work and Earnings**

- C. Describe businesses that provide goods and businesses that provide services.

**Career Standards**

- 13.3.3.D Explain how money is used.
- 13.3.3.E Discuss the importance of the essential workplace skills, such as, but not limited to: Dependability, Health/Safety, Team Building, Technology



**Teacher Notes**

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