KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Grade 1 Social Studies Curriculum

Last Updated April 2014 by Karen Austin and Leslee Saylor

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1	*Citizenship and Law*
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Unit #/Title	1/Citizenship and Law	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

5.1.1.A. Explain the purposes 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 students' responsibilities in the school and community.
5.1.1.F. Identify national symbols.
5.2.1.A. Identify and explain the importance of responsibilities at school and at home.
5.2.1.B. Identify a problem and attempt to solve with adult or peer assistance.
5.2.1.C. Identify school projects/activities that support leadership and public service.
5.2.1.D. Explain responsible school behavior.
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 firefighters, police officers and emergency workers in the community.
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.
5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
5.3.1.H. Explain how information/news is conveyed to the public.
5.3.1.J. Describe situations where voting eases conflict.

Big Ideas

- Citizens show respect for others and act responsibly.
- All citizens are equal before the law.
- Active citizens understand that government serves communities and the common good.

Essential Questions

- Why do we have rules and what happens when we don't follow them?
- What happens when we don't treat others equally?
- How do others help me in my community?
- How do I show respect and responsibility in my community?

Content

- Rules have a purpose in the classroom and community. Classroom rules: Be respectful, be responsible, be safe
- Laws protect the rights of all people
- Local elected government and services help keep us safe
- The USA flag, bald eagle, Statue of Liberty, Pledge, Patriotic songs are all symbols of our nation

Skills

- Provide examples of appropriate behaviors/choices, as well as define consequences for inappropriate actions/choices
- Define equality and explain the need to treat everyone equally
- Identify roles of local government and services
- Recognize our national symbols

Unit #/Title	2/Economics	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

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.
6.2.1.A. Identify goods, consumers, and producers.
6.2.1.E. Identify the impact on a community when a business opens.
6.2.1.G. Define an economic system at the individual level.
6.3.1.A. Identify examples of goods and services.
6.3.1.D. Identify products produced in the United States.
6.4.1.A. Identify specialization of work in the community.
6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.
6.5.1.B. Identify different jobs and the purpose of each.
6.5.1.C. Identify businesses and their corresponding goods and services.
6.5.1.D. Identify ways to earn money.
6.5.1.E. Describe what tools (tangible assets) are necessary to complete a task.
6.5.1.F. Identify buyers and sellers (people) buy and sell things.
6.5.1.G. Explain the need to save money.

Big Ideas

- Economic systems provide goods and services to fulfill our needs and wants.
- People work to earn money for spending and saving.

Essential Questions

- How do people meet their needs and attain their wants?
- Why do people choose one job/career over another?
- Why do people work?

Content

- Needs fulfill basic necessities for life and a wants are not necessary for survival
- Wages are earned through jobs and careers
- Goods and services are purchasable, consumers (buyers) can buy goods and services, and producers (sellers) provide goods and services
- Making larger purchases requires saving money

Skills

- Identify personal and community needs and wants
- Identify and compare goods, consumers, and producers
- Explain the need to save money
- Identify various jobs/careers
- Describe how people differ in their wants and needs

Unit #/Title	3/Geography	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

7.1.1.A. Identify geographic tools.
7.2.1.A. Identify physical characteristics in the community and region.
7.3.1.A. Identify the local climate and how it determines the way people live.

Big Ideas	Essential Questions
• Geographic tools help us navigate our community and beyond. • Climate and weather impact the way we live.	• What makes one place different from another? • How do I navigate my world? • How does climate determine the way people live?
Content	**Skills**
• Climate and weather is different in various places • Geographic tools (compass rose, GPS, maps, globes) help get us to places • Climate and weather affect what clothes we wear, the shelters we build, and the food we grow in our environments	• Use geographic tools to find direction and location • Compare climate in various parts of the world • Describe climate and weather where we live • Identify the way we live (clothes, food and shelter) that is caused by the environment in which we live

Unit #/Title	4/History	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

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.C. Identify holiday and cultural celebrations in a community and why they are celebrated.
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.C. Identify holidays and ceremonies of selected world cultures.
8.4.1.D. Describe examples of conflict and cooperation in the classroom community.

Big Ideas

- Events and people from the past affect how we live our lives today.
- Cultures celebrate significant events in their history in their own way.

Essential Questions

- How has our past affected our lives today?
- Why don't people get along?
- How do other cultures affect the way we celebrate significant events?

Content

- George Washington, Abraham Lincoln, Martin Luther King Jr., Ruby Bridges, Rosa Parks were all important figures in our history
- Some major cultures in the USA celebrate winter holidays in various ways (Hanukkah, Diwali, Kwanzaa, Christmas)
- The world is constantly changing
- Civil Rights Movement changed laws in our country

Skills

- Put historical events in chronological order
- Identify a problem or dilemma surrounding an event
- Identify sources of historical information
- Identify groups of people who contribute to our community
- Explain why cultures celebrate
- Describe the various cultural celebrations of the winter holidays
- Identify important American people and how they affected change in our country
- Identify American landmarks and their significance
- Explain ways we cooperate with each other