

Wilson Area School District Planned Course Guide

Title of Planned Course: Grade 1 Social Studies

Subject Area: Social Studies

Grade Level: Grade 1

Course Description: This social studies course is designed to help first grade students understand the world around them. Students will develop a sense of self and their community through the use of specific features designed to enhance learning; music, literature, primary resources, biographies, diagrams, and internet resources. Students will strengthen four essential skills throughout this course; map & globe skills, community job skills, citizenship skills, and recognition and respect for cultures around the world. The content objectives for this course align to the Pennsylvania State Standards for Civics & Government, Economics, Geography, and History.

Time/Credit for this Course: One school year

Curriculum Writing Committee: Allison Yarko and Jackie Kohler

Curriculum Map

September: Harcourt Horizons Unit 2 - Good Citizens

*In alignment with HMH Modules 1-2

October: Harcourt Horizons Unit 6 - Jobs People Do

*In alignment with HMH Modules 2-3

November: Citizenship

December - February: Harcourt Horizons Unit 3 - The Land Around Us

*In alignment with HMH Modules 5-8

March - May: The Land Around Us, Map Skills, Citizenship, Community

Planned Course Materials

Course Title: Grade 1 Social Studies

Textbook:

- Field, M.J., Howard, T., & Larson, B.E. (2005). *Harcourt horizons: About my world*. Berson, M.J. (Ed.). Orlando, FL: Harcourt.

Supplemental Books: HMH Into Reading Module materials

Teacher Resources:

- Harcourt Horizons Teacher Edition
- HMH Teacher Edition
- Scholastic News Paper Editions/ Scholastic News Digital Edition
- Shared First Grade Team Related Resource Folder

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: Good Citizens

Time frame: Four weeks

PA Standards: 5.1.1.A-F, 5.2.1.A-D, 5.3.1.A-F, 5.4.1.A-B, 5.4.1.E, 8.3.1.D, 8.4.1.D

Essential content/objectives: At end of the unit, students will be able to:

- Learn a patriotic song
- Explain the need for rules and laws in the community and the classroom
- Give examples of rules or laws that establish order, provide security, and manage conflict
- Recognize that breaking rules or laws has consequences
- Identify leaders of different groups
- Identify leaders in the nation
- Identify George Washington as the first President of our country
- Explain selected national and state patriotic symbols
- Recite and explore the meaning of a pledge of allegiance and a flag
- Explain how symbols reflect an American love of individualism and freedom
- Identify ways in which Americans show respect for and honor their country
- Identify characteristics of good citizenship

Core Activities: Students will complete/participate in the following activities:

- Create graphic organizers
- Read and respond to lesson text
- Preview, discuss, and define vocabulary
- Sing and respond to the song “American”
- Summarize ways citizens show they love their country
- Discuss rules and laws in the community
- Discuss leaders, their importance, and why they enforce rules
- Brainstorm symbols students know and what they stand for
- Label pictures of national symbols
- Discuss Presidents and qualities good citizens possess
- Match pictures with qualities of good citizenship

Extensions:

- Research and share information about leaders at the local, state, and federal level
- Interview someone who demonstrates the qualities of a good citizen

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Inquiry & Guided Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Student –to-Student Interaction (small groups/ centers)

Materials & Resources:

- Harcourt Horizons Teacher Edition – Unit 2
- HMH Into Reading Modules 1.1-2.1 materials
 - *Pete the Cat Rocking in My School Shoes*
 - *My First Day*
 - *Try This!*
 - *You Will Be My Friend!*
 - *My School Trip*
 - *A Kid's Guide to Friends*
 - *Suki's Kimono*
 - *Big Dilly's Tale*
 - *I'm Me*
- Graphic Organizers
- Internet Resources
- Shared First Grade Team Related Resource Folder

Assessments:

- HMH Into Reading Assessments
- Teacher observation
- Horizons Unit 2 Assessment (completed whole group)

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: Jobs People Do

Time frame: Four weeks

PA Standards: 5.1.1 F, 5.3.1 A, 5.3.1.B, 5.3.1.C; 6.1.1.A, 6.1.1.B, 6.1.1.C, 6.1.1.D; 6.2.1.A, 6.2.1.C, 6.2.1.D, 6.2.1.E, 6.2.1.G; 6.3.1.A, 6.3.1.D; 6.4.1.A, 6.4.1.D; 6.5.1.A, 6.5.1.B, 6.5.1.C, 6.5.1.D, 6.5.1.E, 6.5.1.F, 6.5.1.G; 7.2.1.B; 8.2.1.A, 8.4.1 A, 8.4.1.C

Essential Content/Objectives- At the end of the unit, students will be able to:

- Distinguish between goods and services
- Identify examples of goods and services in the home, school, and community
- Identify people who provide goods and services
- Describe the requirements of various jobs
- Recognize that people work to earn money
- Compare and contrast work for pay and volunteer work
- Recognize helpers in our community
- Understand safety tips during emergencies
- Understand calling 911 for emergencies

Core Activities

- Create graphic organizers
- Make a table showing goods and services you use
- Write a paragraph to describe what makes a good worker
- Find a picture of someone who is working. Write a sentence about the picture
- Design a machine that could help you do a job. Draw a picture and write a few sentences
- Cut out pictures from magazines or catalogs. Make a collage of things people want versus what people need
- Talk with a partner about the choices your family makes at the store
- Attend an assembly for Fire Prevention and Safety

Extensions:

- Select a job and create a riddle following the format in the story *Whose Hands Are These?*
- Organize the students in pairs to participate in a trading simulation in which they exchange one item for another.

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Scaffolded Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Small groups/centers

Materials & Resources:

- Harcourt Horizons Teacher Edition – Unit 6
- HMH Into Reading Module 2.2 - 3.2 materials
 - *Whose Hands are These?*
 - *Dan Had a Plan*
 - *Who Put the Cookies in the Cookie Jar?*
 - *Curious About Jobs* (video)
- Graphic Organizers
- Internet Resources
- Shared First Grade Team Related Resource Folder

Assessments:

- HMH Into Reading Assessments
- Teacher observation
- Horizons Unit 6 Assessment (completed whole group)

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: Citizenship

Time frame: Four Weeks

PA Standards: 5.1.1 F; 5.3.1 E, 5.3.1.J; 8.2.1.C, 8.4.1 A, 8.4.1.C

Essential Content/Objectives- At the end of the unit, students will be able to:

- Recognize the democratic process of voting
- Identify how people in the United States choose their leaders
- Use voting as a way of making choices and decisions

Core Activities:

- Discuss the President as a leader of the country and its citizens
- Complete a class voting activity and review ballots as a class
- Apply new skills to a class voting situation

Extensions: Select a president from history to research and create a presentation about

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Scaffolded Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Small groups/centers

Materials & Resources:

- Graphic Organizers
- Internet Resources
- Shared First Grade Team Related Resource Folder

Assessments: Teacher observation

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: The Land Around Us

Time frame: Four Weeks

PA Standards: 5.1.1 F; 7.1.1 A, 7.1.1.B; 8.2.1.C; 8.4.1 A, 8.4.1.B, 8.4.1.C

Essential Content/Objectives- At the end of the unit, students will be able to:

- Locate places of significance on maps
- Identify symbols on a map with the help of a map key
- Identify and describe a compass rose
- Understand that people in different regions have unique traditions and customs
- Understand how music, stories, art and traditions serve as expressions of culture
- Identify similarities and differences in customs from around the world
- Develop an appreciation for diverse perspectives

Core Activities:

- Use map skills to locate countries around the world
- Take a virtual field trip to visit countries
- Participate in read-alouds, songs, games, and crafts related to countries

Extensions:

- Locate places on real maps (street, community, state, country, continent)
- Arrange objects on table and draw a map of it using symbols for each object
- Create travel posters for the area where they live

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Scaffolded Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Small groups/ centers

Materials & Resources:

- Graphic Organizers
- Internet Resources
- Shared First Grade Team Related Resource Folder

Assessments:

- Teacher observation
- Horizons Unit 3 Assessment (completed whole group)

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: Important Historical Figures

Time frame: 4 weeks

PA Standards: 8.2.1 B-C; 8.1.1.A-C; 8.3.1 A-C

Essential Content/Objectives- At the end of the unit, students will be able to:

- Identify and describe ways that communities honor people who have made a difference
- Identify historical figures who have influenced the community, state, and nation
- Recognize the lasting impact of leaders in our nation

Core Activities:

- Discuss why schools/parks are named after an American historical figure
- Virtual field trip to monuments/memorials
- Write about how an American historical figure has been honored

Extensions: Select a national monument dedicated to a historical figure to research, and create a presentation about it

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Scaffolded Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Small groups/ centers

Materials & Resources:

- HMH Into Reading Module 6.1-7.1 materials
 - *Presidents' Day*
 - *Monument City*
 - *The Contest*
- Graphic Organizers
- Internet Resources
- Shared First Grade Team Related Resource Folder

Assessments:

- HMH Into Reading Assessments
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: Important Historical Figures

Time Frame: Four Weeks

PA Standards: 8.1.1.A-C; 8.2.1.B-D; 8.3.1 A-C

Essential Content/Objectives- At the end of the unit, students will be able to:

- Identify and describe ways that communities honor people who have made a difference
- Identify historical figures who have influenced the community, state, and nation
- Identify past presidents
- Read and discuss facts about George Washington, Abraham Lincoln and the current United States President
- Identify and describe monuments and memorials in Washington, D.C.

Core Activities:

- Brainstorm symbols students know and what they stand for
- Label pictures of national symbols
- Take a virtual tour of monuments and memorials in Washington, D.C.
- Label Pennsylvania's state symbols
- Discuss places in our state that you might find Pennsylvania's symbols

Extensions: Research another U.S. state and their state symbols and compare them to Pennsylvania

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Scaffolded Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Small groups/ centers

Materials & Resources:

- HMH Into Reading Module 7.2-8.2 materials
(may revisit related stories from Module 6 as needed)
- Graphic Organizers
- Internet Resources
- Shared First Grade Team Related Resource Folder

Assessments:

- HMH Into Reading Assessments
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: The Land Around Us, Map Skills

Time frame: Four Weeks

PA Standards: 7.1.1 B, 7.2.1 A, 7.3.1.A, 7.4.1.A; 8.3.1 A, B, C, 8.4.1.B

Essential content/objectives: At end of the unit, students will be able to:

- Locate places of significance on maps and globes
- Use a map key to identify places on a map
- Locate places of significance on maps
- Recognize their state on a United States map
- Identify and describe the physical characteristics landforms and bodies of water
- Create visual maps
- Recognize the globe as a model of Earth
- Recognize the continents and oceans of the world
- Identify cardinal directions on a compass rose
- Locate the North Pole and the South Pole
- Recognize how people depend on land and water
- Understand the importance of natural resources
- Recognize that we need to protect resources for the future

Core Activities: Students will complete/participate in the following activities:

- Preview, discuss, and define vocabulary
- Identify specific things in a neighborhood
- Make a simple map and create map keys for it
- Use map key to answer questions about a map
- Discuss the land and water students see in their community and activities they can do there
- Draw and label land and water features on a map around a city
- Create/draw symbols for land features and add them to a map
- Discuss how people use globes and maps to find places
- Make a list of items students use each day, discuss where these items come from
- Label resources and match pictures of items that are made from each resource

Extensions:

- Create travel posters for the area where they live
- Make up a new state, draw a map of it using symbols, and describe it to partner
- Write riddles about maps/globes and volunteers point out answers on maps/globes
- Give each group a world map and have them label/color continents and oceans. Have students create and play a game using the map and giving directions using: north, south, east, and west

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Inquiry & Guided Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Student –to-Student Interaction (small groups/ centers)

Materials & Resources:

- Harcourt Horizons Teacher Edition – Unit 3
- HMH Into Reading Module materials
 - (may revisit related stories from Module 2 as needed)
- Graphic Organizers
- Internet Resources
- Shared First Grade Team Related Resource Folder

Assessments:

- HMH Into Reading Assessments
- Teacher observation
- Horizons Unit 3 Assessment (completed whole group)

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: Citizenship

Time frame: Four Weeks

PA Standards: 5.2.1 D, 8.4.1.D

Essential Content/Objectives- At the end of the unit, students will be able to:

- Practice kindness using words and actions
- Recognize the positive impact of kind words and actions
- Understand and respect that others may have different feelings and experiences
- Practice active listening
- Identify situations where others may need support or understanding
- Build a sense of community by valuing and respecting others
- Practice communication skills like asking for help, expressing needs, and resolving conflicts
- Utilize teamwork and cooperation for the good of the community

Core Activities: Students will complete/participate in the following activities:

- Class discussions
- Role-playing
- Kindness challenges
- Author studies
- Guest speakers
- Create visual aids
- Team-building challenges

Extensions: Write a fictional story that includes an element of being a good citizen in the classroom

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Scaffolded Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Small groups/ centers

Materials & Resources:

- Internet Resources
- Shared First Grade Team Related Resource Folder

Assessments:

- HMH Into Reading Assessments
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Grade 1 Social Studies

Unit: Community

Time frame: Four Weeks

PA Standards: 5.1.1 F; 6.2.1.H, 6.2.1.J

Essential Content/Objectives- At the end of the unit, students will be able to:

- Distinguish between goods and services
- Identify examples of goods and services in the home, school, and community
- Identify people who provide goods and services
- Describe the requirements of various jobs
- Recognize that people work to earn money

Core Activities:

- Learn about job duties and responsibilities
- Ask and answer questions about preparing for different careers
- Write and draw about future career choices
- Dress as your future career choice
- Make a poster, book, or video about your future career choice

Extensions: Use play money to purchase and trade items in a play, classroom store

Remediation:

- Small group or individual instruction
- Create cards of key vocabulary words and glue pictures on the back of each

Instructional Methods:

- Whole/Small Group Discussion
- Whole/Small Group Activities
- Direct/Explicit Instruction
- Scaffolded Practice
- Hands-on Active Learning (manipulatives)
- Multisensory Methods
- Small groups/centers

Materials & Resources:

- Internet Resources
- HMH Into Reading Module materials
(may revisit related stories from Module 2 as needed)
- Shared First Grade Team Related Resource Folder

Assessments:

- HMH Into Reading Assessments
- Teacher observation