

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 1: Civics and Government Section 1: Principles of Documents of Government	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

- 5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT
- Rule of Law
 - Laws and Government
 - Principles and Ideals that Shape Government
 - Documents and Ideals that Shape Pennsylvania & US Government
 - Individual Rights
 - Symbols

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Explain why rules are necessary to keep a community safe.
- Explain the importance of written rules and laws.
- Identify the purposes of rules and laws and their importance in the classroom, school, community, state and nation.
- Define equality and the need to treat everyone equally.
- Describe the purpose of the United States Flag, The Pledge of Allegiance and the National Anthem.
- Explain why government is necessary in the classroom, school, community, state and the basic purpose of government in Pennsylvania and then United States.
- Describe students' responsibilities in the school and community.
- Identify national symbols and political holidays.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Explain why rules are necessary to keep a community safe.
- Make a list of classroom rules.
- Read the story "*The Day the Monster Came to School*" (or other trade book of your choice). Create a classroom rule book based on school/classroom rules.
- Vote for official classroom rules.
- Make a chart to show classroom rules, consequences, and rewards.
- Reinforce Positive School Wide Behavior expectations and consequences.
- Explain that governments are visible in a community through making laws, enforcing laws, gathering taxes and providing services for the common good.
- Explain citizenship, diversity of people and ideas, common good, leadership and patriotism.
- Discuss how symbols are important.
- Discuss the importance of Thomas Jefferson as a framer of the Declaration of Independence.
- Explain why we celebrate The Fourth of July.
- Invite a police officer to speak to the class.
- Invite a local service person to speak to the class.

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- Salute the flag and discuss the Pledge of Allegiance.
- Celebrate Constitution Day.
- Scott Foresman (2005) Social Studies: Unit 1, Time for School

ASSESSMENTS:

- Teacher evaluation and observation
- Participation in activities/class discussions

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation:

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension:

- Conduct a school fundraiser
- Journal writing
- Elaborate written descriptions
- Related reading activities – extension of theme
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: Unit 1, Time for School

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Scott Foresman (2005) Social Studies: pgs. H8 Flag Rules

Scott Foresman (2005) Social Studies: pgs. H9 The Pledge of Allegiance

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

“School”

“U.S. Symbols”

United Streaming <http://www.unitedstreaming.com> <need to login>

“Community Rules and Laws”

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource packet

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 1: Civics and Government Section 2: Rights and Responsibilities of Citizenship	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:	
5.2	RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP <ul style="list-style-type: none">• Civic Rights and Responsibilities• Conflict and Resolution• Leadership and Public Service• Competent and Responsible Citizens

NCSS STANDARDS:	
<ul style="list-style-type: none">• Culture• Time, Continuity, and Change• People, Places, and Environments• Individual Development and Identity• Individuals, Groups, and Institutions• Power, Authority, and Governance• Production, Distribution, and Consumption• Science, Technology, and Society• Global Connections• Civic Ideals and Practices	

UNIT OBJECTIVES:	
<ul style="list-style-type: none">• Identify examples of the rights and responsibilities of being a good citizen.• Identify personal responsibilities in the community.• Identify a problem and attempt to solve with adult or peer assistance.• Identify school projects / activities that support leadership and public service.• Explain responsible school behavior.• Explain the benefits of following rules and laws.• Explain the consequences of violating rules and laws.• Identify ways to participate in civic/community events (fundraisers).	

ACTIVITIES:	
<ul style="list-style-type: none">• Discuss the importance of voting.• Describe personal responsibilities in the community such as following the laws such as bicycle safety, recycling and wearing a seatbelt.• Discuss ways to solve problems and disagreements.• Describe ways to be a leader/role model in the classroom and community.• Explain how they can influence the actions of government (e.g., letter writing, discussions with school/community leaders).• Initiate a public service project (e.g., school-wide cleanup, food drive).• Develop rules and consequences within the classroom.• Participate in a classroom election.• Participate in anti-bullying initiatives.• Conduct a mock election.• Hold classroom meeting to discuss how to resolve problems.• Create authentic experiences for student to practice being leaders in the community.• Aid students in writing a letter to the principal and/or community leader.• Institute a school-wide food drive.• Guide students in creating a set of classroom rules and consequences.• Incorporate anti-bullying initiatives into the classroom.• Scott Foresman (2005) Social Studies: Unit 2, In My Community	

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

- Teacher evaluation and observation
- Participation in activities/class discussions

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

Remediation:

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension:

- Journal writing
- Elaborate written descriptions
- Related reading activities – extension of theme
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: Unit 2, In My Community
Suggested Trade Books listed in Unit Guide
Important Vocabulary listed in Unit Guide

Scott Foresman (2005) Social Studies: pgs. H2-H7 – Citizenship Skills

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

["Community Helpers"](#)

United Streaming <http://www.unitedstreaming.com> <need to login>

"Community Rules and Laws"

"Citizenship in the Community"

"Keeping our Community Clean"

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource guide

Harcourt 1st Grade Reading Series:

"Did You See Chip?"

"On the Job with Dr. Martha Smith"

"Try Your Best"

"The Fox and the Stork"

"Friends Forever"

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 1 Civics and Government Section 3: How Government Works	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

- 5.3 HOW GOVERNMENT WORKS
- Branches of Government
 - Structure, Organization, and Operation of Governments
 - Government Services
 - Leadership and Political Elections
 - Elements of the Election Process
 - Conflict and the Court Systems
 - Interest Groups
 - Media Influences
 - Taxes
 - Systems of Government

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify the roles of local government (fire, police, etc.).
- Identify the services of local government.
- Identify the value of fire fighters, police officers and emergency workers in the community.
- Identify situations in the school or community when it is beneficial to have an elected official represent the people.
- Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
- Explain how information /news is conveyed to the public.
- Describe situations where voting eases conflict.

ACTIVITIES:

- Explain how rules and laws keep the school and community operating smoothly and safely.
- Identify services provided by government such as law enforcement, firefighters, animal control, hospitals and education.
- Explain the roles of the principal, mayor, governor and president.
- Demonstrate how voting can solve problems.
- Discuss the importance of treating others fairly.
- Discuss how a classroom is governed like a community.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Invite the principal into the classroom to discuss his/her roles at school.
- Invite local figures (law enforcement, animal control, etc.) to speak to the children about their roles in the community.
- Invite the guidance counselor(s) to class to discuss what it means to treat others fairly.
- Show students various types of advertising and discuss how people are influenced by such advertising.

ASSESSMENTS:

- Teacher evaluation and observation
- Participation in activities/class discussions

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

Remediation:

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension:

- Journal writing
- Elaborate written descriptions
- Related reading activities – extension of theme
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, the internet, etc.

RESOURCES:

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource guide

Suggested Trade Book:

“*Duck for President*”, by Doreen Cronin (hierarchy of school)

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 2: Economics Section1: Scarcity and Choice	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

- 6.1 Scarcity and Choice
 - Scarcity and Choice
 - Limited Resources
 - Opportunity Costs
 - Incentives and Choice

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify scarcity of resources within the family.
- Identify classroom wants and needs.
- Identify choice based on needs versus wants.
- Identify a choice based on classroom interest.
- Describe how people balance unlimited wants with limited resources.

ACTIVITIES:

- Describe ways in which families spend and save money.
- Discuss reasons why people save money for the future.
- Practice exchanging manipulative money for classroom goods to demonstrate the process of buying and selling.
- Discuss community helpers and describe the services they provide to the community.
- Recognize the similarities and differences in jobs.
- Invite community helpers/local business people into the classroom to discuss the services they provide to the community.
- Create experiences (classroom stores) for students to make economic decisions in the classroom.
- Read various trade books describing different community professions.
- Establish classroom jobs.

ASSESSMENTS:

- Teacher evaluation and observation
- Participation in activities/class discussions

DIFFERENTIATED INSTRUCTION:

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Remediation:

- Small groups
- Peer assistance

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- o Additional individualized assistance
- o Variation of activities/assignments
- o Modifications and accommodations

Extension:

- o Journal writing
- o Elaborate written descriptions
- o Related reading activities – extension of theme
- o Peer assisted activities with remedial students
- o Independent projects
- o Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: Unit 3, Work! Work! Work!

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

“How Our Economy Works: All About Spending Money”

“Where We Live, Work, and Play: Business”

Promethean Planet <http://www.prometheanplanet.com>

Harcourt 1st Grade Reading Series:

“*On the Job with Dr. Martha Smith*”

Enchanted Learning Activities – see resource guide

Appropriate Thinking Map to enhance content

First Grade Social Studies Curriculum Resource Guide

COURSE: Social Studies	GRADE(S): 1st
UNIT 2: Economics Section 2: Markets and Economic Systems	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

- 6.2 Markets and Economic Systems
- Goods and Services
 - Market Competition
 - Advertising and Media
 - Price Determination
 - Economic Health
 - Private Economic Institutions
 - Economic Systems

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify goods, consumers, and producers.
- Identify advertisements that encourage us to buy things based on want rather than need.
- Explain the role of money in determining price.
- Identify the impact on a community when a business opens.
- Define an economic system at the individual level.

ACTIVITIES:

- Sort given pictures of goods, consumers, and producers into the appropriate categories.
- Discuss how advertisements encourage people to do certain things (i.e. restaurants, movies, shopping).
- Explain what it means to spend wisely.
- Discuss how personal choice influences the decision to buy certain items.
- Provide opportunities for learners to gain insight into making wise decisions regarding needs and wants.
- Create opportunities for learners to practice decision making with pretend money in the classroom.
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ASSESSMENTS:

- Teacher evaluation and observation
- Participation in activities/class discussions

DIFFERENTIATED INSTRUCTION:

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Remediation:

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Extension:

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- o Peer assisted activities with remedial students
- o Independent projects
- o Research using the library, the internet, etc.

RESOURCES:

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

“Learning About Natural Resources”

“Everybody Needs: Food”

“Everybody Needs: Shelter”

“The Difference Between Needs and Wants”

Promethean Planet <http://www.prometheanplanet.com>

Harcourt 1st Grade Reading Series:

“Boots for Beth”

Enchanted Learning Activities – see resource guide

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 2: Economics Section 3: Functions of Government and Economic Interdependence	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

- 6.3 Functions of Government
 - Goods and Services
 - Government Involvement in the Economy
 - Taxation
 - Government's Role in International Trade

- 6.4 Economic Interdependence
 - Specialization
 - Trade
 - Multinational Corporations and Non-Government Organizations
 - Factors Contributing to Economic Interdependence

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify examples of goods and services.
- Identify products produced in the United States.
- Identify specialization of work in the community.
- Describe how individuals differ in their wants and needs and why people buy and sell things.
- Provide examples of goods, services and resources and explain where they come from.
- Provide examples of products that are produced locally and compare with others that are not.

ACTIVITIES:

- Discuss the process of trade between two people.
- Discuss the relationship among traders.
- Describe why certain products cannot be produced locally (ex. oranges in PA).
- Read various trade books about trade.
- Provide items to trade as part of a Native American/Pilgrim activity.
- Provide various pictures of goods and services that come from all over the nation and world.
- Use KWL charts to discuss why products are produced in certain regions.

ASSESSMENTS:

- Teacher evaluation and observation.
- Participation in activities/class discussions.

DIFFERENTIATED INSTRUCTION:

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Remediation:

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Extension:

- o Journal writing
- o Elaborate written descriptions
- o Related reading activities – extension of theme
- o Peer assisted activities with remedial students
- o Independent projects
- o Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: Unit 3, Work! Work! Work!

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Scott Foresman (2005) Social Studies: Unit 6, Our Country, Our World

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

“Everybody Needs: Clothing”

Promethean Planet <http://www.prometheanplanet.com>

Harcourt 1st Grade Reading Series:

“All That Corn”

Enchanted Learning Activities – see resource packet

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 2: Economics Section 4: Income, Profit and Wealth	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

- 6.5 Income, Profit, and Wealth
- Factors Influencing Wages
 - Labor Productivity
 - Types of Businesses
 - Profits and Losses
 - Distribution of Wealth
 - Entrepreneurship
 - Costs and Benefits of Saving
 - Interest Rates

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify individuals who work for wages in the community.
- Identify different jobs and the purpose of each.
- Identify businesses and their corresponding goods and service.
- Identify ways to earn money.
- Describe what tools (tangible assets) are necessary to complete a task.
- Identify buyers and sellers (people) buy and sell things.
- Explain the need to save money.

ACTIVITIES:

- List reasons why people work.
- Explain the term allowance.
- Match descriptions of work with the correct profession.
- Identify community helpers that provide goods.
- Identify community helpers that provide services.
- Discuss/write about a profession of interest.
- Explain what it means to save.
- Invite community helpers into the classroom to discuss their occupation.
- Provide pictures and descriptions of different types of employment.
- Provide various pictures of community helpers that provide goods.
- Provide various pictures of community helpers that provide services.
- Provide/display descriptions of various occupations.

ASSESSMENTS:

- Teacher evaluation and observation.
- Participation in activities/class discussions.

DIFFERENTIATED INSTRUCTION:

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Remediation:

- Small groups
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- Modifications and accommodations

Extension:

- Journal writing
- Elaborate written descriptions
- Related reading activities – extension of theme
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: Unit 3, Work! Work! Work!

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource packet

Harcourt 1st Grade Reading Series:

All That Corn

On the Job with Dr. Martha Smith

Tomas Rivera

My Robot

Did you See Chip

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1
UNIT 3: Geography	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

- 7.1 Basic Geographic Literacy
 - Geographic Tools
 - Location of Places and Regions
- 7.2 Physical Characteristics of Places and Regions
 - Physical Characteristics
 - Physical Processes
- 7.3 Human Characteristics of Places and Regions
 - Human Characteristics
- 7.4 Interactions Between People and the Environment
 - Impact of Physical Systems on People
 - Impact of People on Physical Systems

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify the following geographic tools: maps, globe, map elements, diagrams, photographs, map keys and cardinal directions.
- Describe places in geographic reference in physical features.
- Identify physical characteristics in the community and region.
- Identify the basic physical processes that affect the physical characteristics of places.
- Identify the local climate and how it determines the way people live.
- Describe how lakes, rivers, and streams impact people.

ACTIVITIES:

- Explain the characteristics and purposes of different geographic representations.
- Use and make maps to identify and locate familiar places or objects within the neighborhood and community.
- Distinguish between continents and oceans on a world map.
- Locate and label specific landforms, countries and bodies of water on maps and globes.
- Provide an opportunity to make authentic maps of classroom, playground, school, house, etc.

ASSESSMENTS:

- Teacher evaluation and observation.
- Participation in activities/class discussions.

DIFFERENTIATED INSTRUCTION:

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Remediation:

- o Small groups
- o Peer assistance
- o Additional individualized assistance
- o Variation of activities/assignments
- o Modifications and accommodations

Extension:

- o Journal writing
- o Elaborate written descriptions
- o Related reading activities – extension of theme
- o Peer assisted activities with remedial students
- o Independent projects
- o Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: pg. H16-H26, Geography Skills

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

“Maps: Where Am I”

“Different Types of Maps”

“This is Our World”

“City, Suburb, Rural Communities”

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource guide

Harcourt 1st Grade Reading Series:

Me on the Map

At Home Around the World

Fun With Fish (locate oceans)

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT: 4: History Section 1: Historical Analysis and Skills Development	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

8.1 Historical Analysis and Skills Development

- Continuity and Change over Time
- Fact / Opinion and Points of View
- Research

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Demonstrate an understanding of chronology.
- Identify a problem or dilemma surrounding an event.
- Identify sources of historical information.

ACTIVITIES:

- Develop a timeline of his/her life using photographs, drawings and brief descriptors.
- Participate in daily calendar activities and discuss past, present and future events.
- Distinguish between fact and opinion.
- Appreciate multiple points of view.
- Identify problems surrounding historical events.
- Begin to discuss cause/effect in historical events (e.g., Pilgrims' voyage, Martin Luther King, Jr.).
- Interview grandparents about events from their childhood.
- Listen to various folklore stories.
- Create a timeline using a designated topic.
- Read non-fiction texts.
- Provide opportunity to use graphic organizers to show cause and effect.

ASSESSMENTS:

- Teacher evaluation and observation.
- Participation in activities/class discussions.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

Remediation:

- o Small groups
- o Peer assistance
- o Additional individualized assistance
- o Variation of activities/assignments
- o Modifications and accommodations

Extension:

- o Journal writing
- o Elaborate written descriptions
- o Related reading activities – extension of theme
- o Peer assisted activities with remedial students
- o Independent projects
- o Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: Unit 5, This is Our Country

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Scott Foresman (2005) Social Studies: Unit 6, Our Country, Our World

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource guide

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 4: History Section 2: Pennsylvania History	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

8.2 Pennsylvania History

- Contributions of Individuals and Groups
- Historical Documents, Artifacts, and Historical Places
- Impact of Continuity and Change on PA History
- Conflict and Cooperation

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify groups of people who contribute to a community.
- Identify symbols, slogans, or mottos that are representative of the state.
- Identify holiday and cultural celebrations in a community and why they are celebrated.
- Identify historical conflict in the community.
- Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- Identify and describe primary documents, material artifacts, and historic sites important in Pennsylvania history.
- Identify the official commonwealth symbols (tree, bird, dog, insect, and flower).

ACTIVITIES:

- Identify and explain the importance of local police, fireman, ambulance workers, hospital employees, township employees, etc. to the community members.
- Provide KWL charts to discuss historical figures.
- Identify and illustrate official symbols of Pennsylvania.
- Introduce the cultural contributions of individuals and groups to Pennsylvania history.

ASSESSMENTS:

- Teacher evaluation and observation.
- Participation in activities/class discussions.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Remediation:

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension:

- Journal writing
- Elaborate written descriptions
- Related reading activities – extension of theme
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, the internet, etc.

RESOURCES:

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource packet

Harcourt 1st Grade Reading Series:

Me on the Map

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 4: History Section 3: United States History	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

- 8.3 United States History
- Contributions of Individuals and Groups
 - Historical Documents and Artifacts
 - Impact of Continuity and Change on U.S. History
 - Conflict and Cooperation

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify Americans who played a significant role in American history (George Washington, Thomas Jefferson, Abraham Lincoln, Christopher Columbus, Sacajawea, Martin Luther King Jr., etc.).
- Identify American landmarks and their significance (Monuments located in Washington D.C., White House, and Statue of Liberty).
- Identify examples of change.
- Identify conflict and describe ways to cooperate with others by making smart choices.

ACTIVITIES:

- Identify and explain the political and cultural contributions of Thomas Jefferson, Abraham Lincoln, Franklin Delano Roosevelt, Sacajawea, and Martin Luther King, Jr.
- Recognize The White House and The Statue of Liberty.
- Separate given illustrations into then and now categories and identify the changes.
- Work in small groups to suggest solution to given problems.
-

ASSESSMENTS:

- Teacher evaluation and observation.
- Participation in activities/class discussions.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

Remediation:

- Small groups

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Peer assistance
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Extension:

- Journal writing
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- Peer assisted activities with remedial students
- Independent projects
- Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: Unit 5, This is Our Country

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Scott Foresman (2005) Social Studies: Unit 6, Our Country, Our World

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

“Abraham Lincoln”

“George Washington”

“Exploring the World: Christopher Columbus”

“U.S. Symbols: Old Glory”

“Holiday Facts and Fun: Martin Luther King Day”

“Holiday Facts and Fun: President's Day”

“Holiday Facts and Fun: Columbus Day”

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource guide

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 1st
UNIT 4: History Section 4: World History	TIMEFRAME: Ongoing

PA ACADEMIC STANDARDS:

- 8.4 World History
- Contributions of Individuals and Groups
 - Historical Documents, Artifacts, and Sites
 - Impact of Continuity and Change
 - Conflict and Cooperation

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Explain why cultures celebrate.
- Explain the importance of world landmarks.
- Identify holidays and ceremonies of selected world cultures.
- Describe examples of conflict and cooperation in the classroom community

ACTIVITIES:

- Provide students with information on the cultural backgrounds of different areas through read alouds.
- View video clips of celebrations from around the world.
- Identify world landmarks and discuss their importance.
- Have students share examples of observed conflicts in the school day.
- Cooperation in the classroom should be recognized as a means of avoiding conflict.

ASSESSMENTS:

- Teacher evaluation and observation.
- Participation in activities/class discussions.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

Remediation:

- Small groups

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- o Peer assistance
- o Additional individualized assistance
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- o Modifications and accommodations

Extension:

- o Journal writing
- o Elaborate written descriptions
- o Related reading activities – extension of theme
- o Peer assisted activities with remedial students
- o Independent projects
- o Research using the library, the internet, etc.

RESOURCES:

Scott Foresman (2005) Social Studies: Unit 6, Our Country, Our World

Suggested Trade Books listed in Unit Guide

Important Vocabulary listed in Unit Guide

Brain Pop, Jr. <http://www.brainpopjr.com/socialstudies/>

United Streaming <http://www.unitedstreaming.com> <need to login>

Promethean Planet <http://www.prometheanplanet.com>

Enchanted Learning Activities – see resource packet

Harcourt 1st Grade Reading Series:

At Home Around the World

Tomas Rivera

Appropriate thinking maps to enhance content

First Grade Social Studies Curriculum Resource Guide