

Effective Date: 2010-2100

Hamburg Area School District

Name of Course: 1st Grade Social Studies

Department: Social Studies

Grade Level: 1st Grade

Instructional Time: 1 year

Length of Course:

Period Per Cycle:

Length of Period:

Texts and Resources:

**McGraw-Hill, 2001, My World, Adventures in
Time and Place**

Scholastic Easy Reader Biographies

Assessments:

Projects

Worksheets

Quizzes

Performance

**Hamburg Area School District
Course Plan
Grade 1 Social Studies**

Course Name: Social Studies

Unit: Civics

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are personal rights and responsibilities each student has in the classroom and the community?	Students will describe personal responsibilities in the classroom such as creating and following classroom rules. Students will describe personal responsibilities in the community such as following the laws such as bicycle safety, recycling and wearing a seatbelt.	5.2.1.A, 5.2.1.B
What are sources of conflict and disagreement and different ways conflicts can be resolved?	Discuss ways to solve problems and disagreements.	5.2.1.C
What is the importance of political leadership and public service in the school, community, state, and nation?	Describe ways to be a leader/role model in the classroom and community.	5.2.1.D
How can citizens influence government decisions?	Discuss ways to influence government (example: letter writing, meetings with school/community leaders)	5.2.1.E
What are the benefits of following rules and laws and the consequences of violating them?	Develop classroom rules and consequences.	5.2.1.F

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are ways to participate in government and civic life?	Guide students in creating a set of classroom rules and consequences.	5.2.1.G
What is a government? What does a government do?	Describe that a government develops rules for our community, state, and nation in order to keep us safe.	5.1.1.A, 5.1.1.F
What principles shape government?	Explain citizenship, diversity, ideas, common good, and leadership.	5.1.1.C
What is the purpose of the United States Flag, The Pledge of Allegiance, and the National Anthem?	Explain the symbolism of the flag and discuss the Pledge of Allegiance.	5.1.1.D
Who are important framers of government documents?	Understand the importance of Thomas Jefferson as a framer of the Declaration of Independence.	5.1.1.E

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Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What are the purposes of rules and laws and their importance in the classroom, school, community, state, and nation?	Explain that rules and laws keep us safe while at school or in the community.	5.1.1.B
What are symbols and political holidays?	Students will recognize many symbols stand for the United States: United States Flag, Statue of Liberty, The Liberty Bell, and the bald eagle. Students will discuss why we celebrate President’s Day, Veteran’s Day, and Martin Luther King Jr. Day.	5.1.1.H
What are services performed by the local, state, and national government?	Identify services provided by government such as police officers, firefighters, animal control, hospitals, and education.	5.3.1.B
Why is it important to respect the property and opinions of others?	Demonstrate how we respect one another in the classroom and at school.	5.1.1.G
What are positions of authority at school and in local, state, and national governments?	Explain the roles of the principal, mayor, governor, and president.	5.3.1.C

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What is an election?	Explain that voting means to choose something that you want. Explain that we can vote for leaders.	5.3.1.D
Why is being treated fairly important?	Discuss the importance of treating others fairly.	5.3.1.E
How can people govern themselves?	Discuss how a classroom is governed like a community.	5.3.1.F
Why do we have rules and laws in school and in the community?	Explain how rules and laws keep school and the community safe.	5.3.1.A

**Hamburg Area School District
Course Plan
Grade 1 Social Studies**

**Course Name: Social Studies
Unit: Economics**

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How can unlimited wants be balanced with limited resources?	Discuss ways to save and spend money. Give reasons why people save money for the future.	6.1.1.A
What is a job? What are products and services?	Describe that a job is work that people do. Recognize the similarities and differences in jobs. Perform classroom jobs. Discuss community helpers and explain what services are provided to the community.	6.1.1.B
What is scarcity? What are limited resources?	Discuss that all resources are limited and should be used carefully and wisely.	6.3.1.A
What is the difference between needs and wants? What are examples of each?	Describe that needs are things we must have to live and wants are things we would like to have.	6.3.1.B
What is trading?	Demonstrate trade between two people.	6.4.1.A

**Hamburg Area School District
Course Plan
Grade 1 Social Studies**

**Course Name: Social Studies
Unit: Economics**

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Why do goods, services, and resources come from all over the nation and the world?	Understand that products need to come from different areas in order to meet people's needs.	6.4.1.B
Why are some products produced locally and others are not?	Describe why some products cannot be produced locally (ex. Oranges in PA).	6.4.1.C
Why do people work?	List the various reasons why people work.	6.5.1.A
What are different occupations?	Match descriptions of work with the correct professions.	6.5.1.B
What businesses provide goods? What businesses provide services?	Identify community helpers that provide goods. Identify community helpers that provide services.	6.5.1.C

**Hamburg Area School District
Course Plan
Grade 1 Social Studies**

Course Name: Social Studies
Unit: Economics

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What does it mean to save? Why do people save?	Explain what it means to save and the purpose of a financial institution.	6.5.1.D

**Hamburg Area School District
Course Plan
Grade 1 Social Studies**

**Course Name: Social Studies
Unit: Geography**

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>What are geographic tools? What purpose do they serve?</p>	<p>Identify and use the following geographic tools: maps, globe, map key, photographs, cardinal directions, models, and diagrams. Explain how these tools help us.</p>	<p>7.1.1.A</p>
<p>What are continents and oceans?</p>	<p>Distinguish between continents and oceans on a map, globe, or photograph.</p>	<p>7.1.1.B</p>
<p>What are the physical characteristics of different places?</p>	<p>Identify landforms such as swamps, hills, and mountains. Identify weather, vegetation, and animals. Identify bodies of water such as creeks, rivers, ponds, and lakes. Identify human-made forms such as highways, streets, buildings, and bridges.</p>	<p>7.2.1.A</p>
<p>What basic processes (ex. flood, tornado) affect the physical characteristics of places and regions?</p>	<p>Discuss how events such as floods, tornadoes, hurricanes, and earthquakes impact and change the environment.</p>	<p>7.2.1.B</p>

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**Course Name: Social Studies
Unit: Geography**

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What human characteristics are affected by places and regions?	Discuss the reasons why people settle in specific regions (ex. population, culture, economics)	7.3.1.A
How are places and regions impacted by people?	Describe the various ways humans impact the places in which they live. Identify ways to recycle, conserve, and care for plants.	7.3.1.B
How are humans affected by physical systems?	Describe how the weather and natural resources can have an impact on people (ex. drought, snowfall, soil quality).	7.4.1.A
How are physical systems impacted by people?	Identify both the positive and the negative things people do to impact the environment.	7.4.1.B

**Hamburg Area School District
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Grade 1 Social Studies**

**Course Name: Social Studies
Unit: History**

Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>What does chronological order mean? What is the difference between past, present, and future time?</p>	<p>Use a timeline to understand chronological order. Participate in daily calendar activities and discuss past, present, and future events.</p>	<p>8.1.1.A</p>
<p>What is historical research?</p>	<p>Discuss the difference between fact and opinion. Discuss the idea of multiple points of view. Listen to various historical stories and view illustrations.</p>	<p>8.1.1.B</p>
<p>Who helped form Pennsylvania history?</p>	<p>Identify and explain the significance of John Chapman and George Washington.</p>	<p>8.2.1.A</p>
<p>What primary documents, artifacts, and historical sites are important in Pennsylvania history?</p>	<p>Recognize Pennsylvania has official commonwealth symbols (ex. tree, dog, bird, flower).</p>	<p>8.2.1.B</p>
<p>Who was important in forming United States history?</p>	<p>Discuss the contributions of Abraham Lincoln, Franklin Delano Roosevelt, Sacajawea, and Martin Luther King Jr.</p>	<p>8.3.1.A</p>

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Time Line:

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Why is The White House Important? What is The Statue of Liberty?	Recognize The White House and who lives there. Recognize The Statue of Liberty.	8.3.1.B
Identify historical sites important to world history	Recognize The Great Pyramids.	8.4.1.A