

Wilson Area School District Planned Course Guide

Title of Planned Course: About My World

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, community, and cultural awareness through the use of specific features designed to enhance learning; music, literature, primary resources, biographies, science, technology, charts, graphs, and diagrams. Students will strengthen four essential skills throughout this course; map & globe skills, reading skills, citizenship skills, and chart & graph skills. The content objectives for this course align to the Pennsylvania State Standards for Civics & Government, Economics, Environment & Ecology, Geography, and History.

Time/Credit for this Course: One school year (Late August – Early June)

Curriculum Writing Committee: Megan Vogel and Sheelin Mengel

Curriculum Map

September – November: Unit 2 - Good Citizens

December – February: Unit 3 - The Land Around Us

March – May: Unit 6 - Jobs People Do

Planned Course Materials

Course Title: About My World

Textbook: "Harcourt Horizons: About My World"

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

Supplemental Books:

- Unit Big Books
- Time for Kids Readers
- Activity Books

Teacher Resources:

- Teacher's Editions
- Activity Books
- Assessment Programs
- Skills Transparencies
- Reading and Vocabulary Transparencies
- Audiotext Collections
- Internet Resources
- Performance Task Rubrics

Curriculum Scope & Sequence

Planned Course: Social Studies

Unit 2: Good Citizens

Time frame: 10 lessons

PA Standards: 5.1.1.C, D, E, F; 7.1.1.A, B; 8.2.1.A, D; CC.1.5.1.D, F

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
- 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
- Locate places of significance on maps
- Use simple maps to identify the location of places beyond the classroom, school, and community
- Recognize their state on a United States map
- Identify leaders in the nation
- Identify George Washington as the first President of our country
- Know past Presidents
- Explain selected national and state patriotic symbols
- Recite and explain 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
- 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
- Identify characteristics of good citizenship
- Identify and describe ways that communities honor people who have made a difference
- Identify historical figures who have influenced the community, state, and nation

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” and discuss quote “I pledge allegiance to my flag.”
- Summarize reasons to love America and ways citizens show they love their country
- Discuss rules in and laws in the community of students
- Label pictures as obeying or not obeying the law
- Discuss leaders, their importance, and why they enforce rules
- Match community leaders with their responsibilities and roles
- Make a K-W-L chart to record ideas about leaders

- Use verbal directions to get a location, compare to using map
- Find and color states on a map
- Discuss the President as a leader of the country and its citizens
- Write facts about early Presidents
- Complete a class voting activity on a game to play and discuss voting based on this
- Read ballots and use them to answer questions
- Apply new skills to a class voting situation
- Brainstorm symbols students know and what they stand for
- Label pictures of national symbols
- Complete a K-W-L chart about symbols
- Discuss Presidents as good citizens and qualities good citizens possess
- Match pictures with qualities of good citizenship
- Discuss things students like to do and the responsibilities come with it
- Label pictures and statements as rights or responsibilities
- Discuss why schools/parks are named after famous American citizens
- Virtual field trip to monuments/memorials
- Write about how a famous American citizen has been honored

Extensions:

- Role Play: Partners make a “do and don’t” skit about a common law
- Activities at centers or stations
- Research and share information about leaders at the local, state, and federal level
- Add postal abbreviations to states on a map
- Explain limited and unlimited governments and discuss
- Provide information about an upcoming election, search for relevant information in newspapers, and display on bulletin board
- Students write and illustrate national symbols (arrange as: objects, places, people, songs, and mottoes)
- Plan and execute a class project to help the school or community
- Act out solutions to conflicts where one person’s rights might conflict with another’s
- Create a mural of a person they admire

Remediation:

- Use of differentiated instruction/intervention activities (small group/1 on 1)
- Focus on visuals
- Mental Mapping: Students visualize road signs/symbols, turn into maps, and share why people should obey these laws
- Play follow the leader (label leader with word card) and relate to definition of a leader
- Use word cards (country, state) and trace outline of country and state on cards
- Create cards (President, United States, America) and glue appropriate pictures on back of each
- Go through voting process using raised hands as voting
- Students write postcards about visiting national monuments

- Assign a characteristic of citizenship and a person who represents it to each group of students. Students act out a story to show that characteristic
- Sort phrases on sentences strips into two categories (rights and responsibilities)
- Reteach chapter vocabulary

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:

- Teacher Manual – Unit 2
- Unit Big Books
- Word Cards
- Graphic Organizers
- Reference Materials
- Time for Kids Readers
- Maps and Globes
- Activity Books
- Assessment Programs
- Skills Transparencies
- Internet Resources

Review and Test Preparation:

- Unit 2 Review and Test Preparation Study Guide

Assessments:

- Teacher Observation- anecdotal notes record keeping form
- Student Practice Sheets
- Checklists
- Unit 2 Test
- Performance Task Rubrics

Curriculum Scope & Sequence

Planned Course: Social Studies

Unit 3: The Land Around Us

Time frame: 12 lessons

PA Standards: 5.1.1.D, E; 6.1.1.A; 7.1.1.A, B; 4.3.1. A, B; 4.4.1.A; 4.5.1.A, CC.1.5.1.D, F

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

- Locate places of significance on maps and globes
- Know own addresses
- Define a neighborhood as a place where people interact as they live, work, and play
- Use a map key to identify places on a map
- Identify and describe the physical characteristics landforms and bodies of water
- Create visual and written material including maps
- Recognize the globe as a model of Earth
- Identify the continents and oceans of the world
- Locate places using the four cardinal directions
- 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
- Describe the personal responsibility for protecting the environment
- Explain how the environment affects the types of homes people have
- Explain how the environment affects the types of homes people have
- Recognize the importance of caring for our natural resources

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

- Create graphic organizers
- Read and respond to lesson text
- Preview, discuss, and define vocabulary
- Identify specific things in a neighborhood
- Draw a picture of people sharing 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
- Fold paper in 6 boxes and draw symbols for land features in each (plains, mountains, hills, islands, rivers, lakes)
- Create/draw symbols for land features and add them to a map
- Answer questions about a map that has symbols for land features
- Discuss how people use globes and maps to find places
- Name and color in water and land on a map

- Play a game where students take turns describing the location of classroom objects using directional words while classmates guess the object
- Color continents on a map based on directions using directional words
- Apply skills learned to a paper mache model of Earth
- Think of and 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
- Give students a situation and have them tell/draw what would happen next
- Discuss what would happen if people caught all the fish they could find and why they think this
- Show trash items and students draw something they can make from the items.
- Recall the story "The Three Little Pigs." Describe the pigs' houses, and which house was the strongest
- Draw land and weather features to go with a given picture of a home
- Take a virtual tour of a park/garden
- Make a list of steps for planning, planting, and caring for a butterfly garden

Extensions:

- Activities at centers or stations
- 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
- 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
- Gather material about your state and make a photo journal about your state's resources and how they are used
- Research clouds and tell students about the different types of clouds (stratus, cumulus, cirrus). Provide research material and have students make models of the clouds
- Break class into two groups: recyclers and non-recyclers. Groups role play with reasons to recycle or not
- Identify/research other homes (igloos, huts, tepees, mobile homes, sod houses, etc) and display information on a chart (picture, what it is made of, where it is).
- Take a tour of school grounds and pick an area for a butterfly garden. Have students create plans and share them. If possible put a plan into action

Remediation:

- Use of differentiated instruction/intervention activities (small group/1 on 1)
- Focus on visuals
- Kinesthetic Learners: Arrange items on table, have student sit eye level, and describe what they see. Arrange items in same way on floor, have student stand away, and describe what they see. Relate to a view when using a map
- Tactile Learners: Students use clay to create models of Earth features (mountains, hills, islands, plains, rivers, and lakes)

- Take students to a playground and sketch maps using shapes to show playground equipment
- Pass out maps and guide students to point to parts of it (a state, the map key, land, water)
- Teacher calls out names of oceans/continents. One student points to location on a map and another student points to same location on a globe
- Point to a location on a globe and ask students to name it. Ask questions about what it around it (using north, south, east, west). Then have students take on the role of questioner
- Tactile Learners: Students cut out/draw what they had for lunch/breakfast on a paper plate. Together name the resources those food items came from
- Think about recent weather. Make predictions for the coming week. Each day check previous predictions and discuss how they were made
- Bring in a bag of recyclable and reusable items. Students sort items (recyclable or reusable) and explain their reasoning
- Tactile Learners: Make adobe bricks and build a model of a house
- Discuss the difference between the words butterfly and butterfly garden

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:

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- Skills Transparencies
- Internet Resources

Review and Test Preparation:

- Unit 3 Review and Test Preparation Study Guide

Assessments:

- Teacher Observation- anecdotal notes record keeping form
- Student Practice Sheets
- Checklists
- Unit 3 Test
- Performance Task Rubrics

Curriculum Scope & Sequence

Planned Course: Social Studies

Unit: Unit 6 Jobs People Do

Time Frame: 9 lessons

State Standards: 6.1.1.B, C; 6.2.1.A; 6.3.1.A; 6.5.1.A, B, D, E, F

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
- Describe how people use money to meet their needs
- Compare and contrast work for pay and volunteer work
- Describe how technology has changed the way people work
- Compare jobs now and long ago
- Recognize that people save for the future
- Identify examples of people wanting more than they can have
- Explain why wanting more than they can have requires that people make choices
- Explain how a budget helps people plan how to spend their money
- Describe how goods are moved from place to place

Core Activities

- Create graphic organizers
- Read the big idea of each lesson
- Use the big book to read and discuss text. Ask and discuss the review/discussion questions
- Use word cards to discuss the vocabulary words (*goods, services*). Analyze and discuss the pictures, linking the pictures to real-world experiences
- 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
- Draw a map of a market. Show six places shoppers might spend money
- Cut out pictures from magazines or catalogs. Make a collage of things people want
- Talk with a partner about the choices your family makes at the store
- Make a list of services or goods you can trade for the services or goods you want

Extension

- Take the students to an outdoor area where traffic can be viewed safely. Ask the students to observe the trucks that pass by and encourage the students to identify the types of workers in each vehicle
- Arrange for some students to conduct an interview with a factory worker
- Assign the students an occupation that will earn them play money. Have the students spend their money for goods and services at various stations throughout the classroom
- Invite the students to write a story from the point of view of a worker whose job has changed because of technology
- Direct the students to use a comic book strip format to write and illustrate a brief report about how people use markets to exchange goods and services
- Organize the students into small groups and give each group \$50 in play money. Direct the students to make a family entertainment budget for the week. Then have the students write the budget to show how they are allocating funds
- Tell the students a family needs to buy a new refrigerator. Give the students \$800 in play money. Provide the students with newspaper ads. Have the students work with partners to find a new refrigerator to purchase. Have the students explain their choices
- Have the students look at the school lunch menu and identify foods that are influenced by or come from other countries. Have the students find the countries on a world map

Remediation

- Cut out from the newspaper a variety of ads that describe goods and services
- Using pictures, ask the students to sequence the steps of making pencils in a factory
- Help the students brainstorm jobs for which people receive pay and jobs for which people volunteer. Discuss why people volunteer when they could be paid to work
- Have the students work with a calculator, an abacus, and mental math. Help the students draw the conclusion that technology can help make work quicker and easier
- Set up a store with toys, school supplies, books, and clothes. Give the students \$10 in play money to spend. Tell them to make choices, encouraging them to think about why they should or should not buy each item
- Organize the students in pairs to participate in a trading session in which they exchange one item for another. Help the students locate the country of origin for their items on a map. Have the partners work with other partners to organize trades

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:

- Unit big book
- Word cards
- Chart paper
- Magazines
- Writing paper
- Various pictures
- Comic book strips
- World maps
- School lunch menu
- Play money
- Newspaper advertisements

Review and Test Preparation:

- Unit 6 Review and Test Preparation Study Guide

Assessments:

- Teacher Observation- anecdotal notes record keeping form
- Student Practice Sheets
- Checklists
- Unit 6 Test
- Performance Task Rubrics