WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

# COURSE DESCRIPTION

## Course Title: Social Studies - First Grade

**Course Number:**  N/A

**Course Prerequisites:**  N/A

Course Description: (Include “no final exam” or “final exam required”)

The First Grade Social Studies curriculum covers and enhances the various aspects of a cross-curriculum approach that includes the study of oneself, family, school, neighborhood, community and country.

Suggested Grade Level: First Grade

**Length of Course:**        One Semester X Two Semesters       Other (Describe)

## Units of Credit: None (Insert *NONE* if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s) (Insert certificate title and CSPG#) Elementary and/or Early Childhood Certification

Certification verified by WCSD Human Resources Department:

X Yes       No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: February 2011

Date Approved:

Implementation Year: School Year 2011-2012

Suggested Supplemental Materials: (List or insert None)

Course Standards

PA Academic Standards: (List by Number and Description)

5.1 Principles and Documents of Government

5.2 Rights and Responsibilities of Citizenship

5.3 How Government Works

5.4 How International Relations Function

6.1 Economic Systems

6.2 Markets and the Functions of Government

6.3 Scarcity and Choice

6.4 Economic Interdependence

6.5 Work and Earnings

7.1 Basic Geography Literacy

7.2 The Physical Characteristics of Places and Regions

7.3 The Human Characteristics of Places and Regions

7.4 The Interactions Between People and Places

8.1 Historical Analysis and Skills Development

8.2 Pennsylvania History

8.3 United States History

8.4 World History

WCSD Academic Standards: (List or None)

None

Industry or Other Standards: (List, Identify Source or None)

None

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #’s, Other Standards (see samples at end))

**PA Standard:** **5.1 Principles & Documents of Government**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Describe what government is (school rules and classroom rules) |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Explain the purpose of rules and why they are important in school, classroom, bus, along with rewards and consequences |  |  |
| C | Describe the purpose of the United States flag, the Pledge of Allegiance and the National Anthem |  |  |
| D | Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in the United States and Pennsylvania |  |  |

**PA Standard: 5.2 Rights and Responsibilities of Citizenship**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify examples of the rights and responsibilities of citizenship and ways that citizens participate in government and civic life. |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify personal rights and responsibilities |  |  |
| C | Identify sources of conflict and disagreement and different ways conflict can be resolved |  |  |
| D | Explain the benefits of following rules and laws and the consequences of violating them |  |  |

**PA Standard:** **5.3 How Government Works**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify reasons for rules and laws in the school and community and services performed by the local, state, and national governments |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify positions of authority at school and in local, state, and national government and what an election is |  |  |
| C | Explain why being treated fairly is important and the role of media in society |  |  |
| D | Identify different ways people govern themselves |  |  |

**PA Standard: 5.4 How International Relationships Function**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Recognize that the world is divided into various political units and that every nation's government is unique and each makes decisions in different ways and how nations work together to solve problems |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |

**PA Standard: 6.1 Economic Systems**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Describe how individuals, families, and communities with limited resources satisfy their wants |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify goods and services produced in the local community |  |  |
| C | Identify local geographic patterns of economic activities |  |  |
| D | Identify ways of measuring economic activity |  |  |
| E | Explain why the profits of some businesses may vary during different seasons |  |  |

**PA Standard: 6.2 Markets and Functions of Government**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify and describe means of payment and the goods, services, consumers and producers |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify goods and services produced by the government and the different types of markets |  |  |

**PA Standard:** **6.3 Scarcity and Choice**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Explain what is given up when making a choice and the different wants of different people |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify and define natural, human and capital resources along with how self-interest influences choices |  |  |
| C | Identify costs and benefits associated with an economic decision |  |  |
| D | Identify forms of advertising designed to influence personal choice |  |  |

**PA Standard: 6.4 Economic Interdependence**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify location of resources, transportation networks and why people trade |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |

**PA Standard: 6.5 Work and Earnings**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Explain why people work for themselves and/or other people |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Describe how people work to produce goods and services |  |  |
| C | Explain why people work to earn income |  |  |
| D | Explain how income, savings, and investment may produce wealth |  |  |

**PA Standard:** **7.1 Basic Geography Literacy**

X – performance assessed during that semester

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| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify geographic tools and their use |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |

**PA Standard:** **7.2 The Physical Chracteristics of Places and Regions**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify the physcial characteristics of places and regions |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify the basic physical processes that affect the physical characteristics of places and regions |  |  |

**PA Standard: 7.3 The Human Characteristics of Places and Regions**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify the human characteristics of places and regions by their population characteristics |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify the human characteristics of places and regions by their cultural characteristics |  |  |
| C | Identify the human characteristics of places and regions by their settlement characteristics |  |  |
| D | Identify the human characteristics of places and regions by their economic activities |  |  |
| E | Identify the human characteristics of places and regions by their political activities |  |  |

**PA Standard: 7.4 The Interactions Between People and Places**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify the impacts of physical systems on people |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify the impacts of people on physical systems |  |  |

**PA Standard: 8.1 Historical Analysis and Skills Development**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Understand the chronological thinking and distinguish between past, present, and future time |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Develop an understanding of the historical process |  |  |
| C | Understand fundamentals of historical interpretation |  |  |
| D | Understand historical research |  |  |

**PA Standard: 8.2 Pennsylvania History**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Understand the political and cultural contributions of individuals and groups to Pennsylvania History |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |

**PA Standard: 8.3 United States History**

X – performance assessed during that semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **1** | **2** | **Assessment** |
| A | Identify contributions of individuals and groups to United States history |  |  | Big Book  Class Discussions  Writing  Drawings  Songs  Role Playing  Worksheets |
| B | Identify and describe primary documents, material artifacts and historical sites important in United States History |  |  |

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment:       Yes X No

District-wide Final Examination Required:       Yes X No

Course Challenge Assessment (Describe):

N/A

# REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

### Content Sequence Dates

School Time 4 Weeks

Communities 4 Weeks

Work and its Benefits 4 Weeks

Earth and It's Resources 4 Weeks

Our Country 4Weeks

     

     

**Objectives:**

Our Country:

Students will be able to identify, define, describe, recognize and explain the following;

1. Principles and ideals of justice, truth, patriotism, leadership and how it shaped our federal, state and local governments.

2. Idenfity the importance of the Bill of Rights, the Constitution and the Declaration of Independence.

3. Identify the role of a citizen in regards to voting and choosing the President of the United States.

4. The different types of federal (postal worker), state (teacher and PENNDot) and local (Local police and mayors) jobs.

5. The numerous national holidays (Martin Luther King Day, President's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving, Christmas and New Year's Day), state and local holidays (Deer Season, Groundhog Day, Halloween).

6. The role of the following people in the creation of our government; George Washington, Thomas Jefferson, Abraham Lincoln).

7. Important places in our national (Washington DC, White House, Statue of Liberty), state (Liberty Bell, Philadelphia, Harrisburgh) and local histories.

Work and its Benefits:

Students will be able to identify, define, describe, recognize and explain the following;

1. The types of goods produced by the federal, state and local goverments.

2. The difference between wants and needs.

3. How the need for food, water, shelter and clothing drive the economy.

4. Identify money, types, and values.

5. Buying a toy has related costs and benefits.

6. How media influences people to purchase goods.

7. The early types and reasons why people started trading.

8. The importance of savings and how they can begin to save money.

Earth and It's Resources

Students will be able to identify, define, describe, recognize and explain the following;

1. Globes, graphs, diagrams and photographs.

2. The seven continents and the four major oceans.

3. The different types of landforms and physical features. These include hills and mountains, rivers, lakes and oceans, and forests.

The major landforms at the state (Great Lakes) and local levels.

4. The states that border Pennsylvania (Ohio, New York, West Virginia, Maryland, New Jersey and Delaware).

5. The countries that border the United States (Mexico and Canada).

6. The four seasons and how the movement of earth affect the seasons.

7. How the natural resources of water, air and forests are important to the state and local economy.

Communities

Students will be able to identify, define, describe, recognize and explain the following;

1. Contributions of important Pennsylvanians to development of our state and local history.

2. The local examples of positions of authority in our school and Warren County. These include police officers, and mayors.

3. They types of products traded at the state and local levels.

4. The types of goods and services produced by their local communities and individual people.

School Time

Students will be able to identify, define, describe, recognize and explain the following;

1. How they fit into the bigger picture of a community, state and nation.

2. Identify local authority figures at the school level.

3. Explain why school is important.

4. The importance of local jobs like a classroom helper.

5. The local attractions, activities and geography of their community.

**WRITING TEAM:** Lindsay Nyquist, Michelle Wyman and Shannon Yeager

# WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?       Yes X No

2. Does this course issue a mark/grade for the report card?       Yes X No

3. Does this course issue a Pass/Fail mark?       Yes X No

1. Is the course mark/grade part of the GPA calculation?       Yes X No

5. Is the course eligible for Honor Roll calculation?       Yes X No

6. What is the academic weight of the course?

X No weight/Non credit X Standard weight

X Enhanced weight (Describe)