

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching, analyzing information, and contributing to discussions. Students' study will focus on history, geography, economics, civics, and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world connections. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason, examine, and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics, and the rights and responsibilities of citizens.

Grade 1 Description:

The social studies curriculum is integrated into our Wonders Reading program. The units addressed this curriculum introduce students to learning more about civics, economics, geography and history. Throughout the course of the year, students will expand their learning from Kindergarten. In the first unit, students will learn about values, rights and responsibilities of citizens. They will learn how citizens play a role in the economy and move to different parts of the state and nation in order to work. Units are taught throughout the school year relative to current events and holidays so students can make connections to their learning.

Grade 1 Units:

- Unit 1: Civic Values, Rights, and Responsibilities
- Unit 2: Economics
- Unit 3: Geography
- Unit 4: History



Subject: Social Studies	Grade: 1	Suggested Timeline: Throughout the School Year
Unit Title: Civic Values, Rights, and Responsibilities		
Unit Overview/Essential Understanding: In this unit, students will learn about our school rules. Students will participate in helping to make the classroom rules. Students will learn that within the school there are many sets of rules to follow such as: classroom rules, cafeteria rules, bus rules, and walking in hallway rules. Students will learn how to be a good friend and how to resolve conflicts. During class meetings, students will be able to discuss different disagreements that they may have. The teacher will be able to oversee and help make a list of solutions on how to resolve conflicts. Students can vote on a solution they want to try to resolve a conflict. A few days later, the teacher would continue the discussion to see if the children resolved the conflict or if other solutions need to be tried. Students will learn about the leaders in our community such as policemen and firefighters. Essential Questions: <ul style="list-style-type: none">• What do you do at your school?• What do friends do together?• How do people help in the community?• How can we work together to make our lives better?• Who helps you?		
Unit Objectives: <ul style="list-style-type: none">• Students will identify school and community rules and laws.• Students will demonstrate how to be a good friend and how to resolve conflicts.• Students will identify the leaders in our community.• Students will discuss the role and jobs of leaders in the community.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.1.1 A - Explain the purposes of rules in the classroom and school community• 5.1.1.B - Explain the importance of rules in the classroom• 5.1.1 C - Define equality and the need to treat everyone equally		

- 5.1.1 D - Explain the importance of written rules and laws
- 5.1.1.E - Describe students' responsibilities in the school and community
- 5.2.1 A - Identify and explain the importance of responsibility at school and at home
- 5.2.1.C - Identify school projects/activities that support leadership and public service
- 5.2.1.D - Explain responsible school behavior
- 5.3.1.A - Identify the roles of local government (fire, police, etc.)
- 5.3.1.B - Identify the services of the local government
- 5.3.1.D - Identify positions of authority in the classroom community
- 5.3.1 E - Identify situations in the school or community when it is beneficial to have an elected official represent the people
- 5.3.1.F - Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action
- 5.3.1.H - Explain how information/news is conveyed to the public
- 5.3.1 I - Provide examples of taxation
- 5.3.6 J - Describe situations where voting eases conflict
- 5.4.1 A - Identify ways to avoid conflict
- 5.4.1. B - Describe how classrooms can work together
- 5.4.1. D - Identify different means of receiving information/news
- 5.4.1. E - Explain how a classroom community reaches compromise
- 8.1.1. B - Identify a problem or dilemma surrounding an event
- 8.3.1. D - Identify conflict and describe ways to cooperate with others by making smart choices
- 8.4.1. D - Describe examples of conflict and cooperation in the classroom community

Important Standards Addressed in this Unit:

- 5.1.K.F - Identify significant American holidays and their symbols
- 5.2.1 B - Identify a problem and attempt to solve with adult or peer assistance
- 5.3.1 C - Identify the value of firefighters, police officers, and emergency workers in the community
- 5.4.1.E - Explain how a classroom community reaches compromise

Misconceptions:

- Adults need to solve all conflicts between children.

Concepts/Content:

- Rules

Competencies/Skills:

- Learn to follow School Rules

Description of Activities:

- Wonders - Unit 1 Week 1 -At School

<ul style="list-style-type: none"> ● Resolving Problems and Conflict ● People Around Town 	<ul style="list-style-type: none"> ● Learn to respect themselves, each other, and their environment ● Work together to solve a problem or conflict - The teacher or another adult can step in to help in situations when students can not resolve on their own. ● Discuss the importance of our local government ● Explore careers like: the police, firefighters, and emergency workers in our community 	<ul style="list-style-type: none"> ○ Wonder’s Story – Nat and Sam ○ Activity Card #1 Follow the Rules ○ Rules in School - Students will learn the Golden Rule. Students will participate in making the Classroom Rules (and review when needed throughout the school year). Students will learn about logical consequences when rules are broken (for example if you spill water, you clean up). Students will participate and take turns in all Classroom Jobs throughout the school year. Students will review all school rules (including rules in the cafeteria, restroom, hallway, and during recess time). Students will learn about community signs. Students can take a walk outside to look for signs. While outside, practice using the crosswalk in front of the school and the importance of using this correctly. Students will learn proper ways to behave on the bus. Students will learn about being a “Bucket Filler”. Students will learn how to work together as a team to complete an activity (for example activities during Dr. Seuss day). ● Wonders – Unit 1 Week 4 –Let’s Be Friends <ul style="list-style-type: none"> ○ Wonder’s Story – Friends ○ Activity Card #4 Getting Along ● Wonders – Unit 6 Week 1 – Taking Action
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- Wonder's Story - Click, Clack, Moo Cows That Type
- Activity Card # 26 Rules and Responsibilities
- Students will learn how to resolve conflicts during Class Meetings. Teachers may use the outline in Responsive Classrooms for this. Students will learn about identifying a problem and discuss ways to resolve it. Students will help make a list of these solutions and vote on a way they think will work the best. Students will try the solution for a week then come back to see if the solution worked or if they need to try another solution.
- Wonders - Unit 2 Week 4 -Let's Help
 - Wonder's Story - Nell's Books
 - Activity Card # 9 Help Your Community
- Wonders - Unit 6 Week 2 - My Team
 - Wonder's Story - Meet Rosin
 - Activity Card #27 Helpful Jobs
 - Community helpers - Students will learn about leaders and community helpers by participating in zoom session with these individuals throughout the school year. These leaders and community helpers will discuss their job and the education that they needed to have those careers. Students will learn about Fire Fighters and Fire Safety during the Fire

		<p>Assembly that is once a year in October.</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Assessments included district approved supplemental resources and teacher created resources. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> Comprehension of nonfiction texts Vocabulary Writing 	<p>Additional Resources:</p> <ul style="list-style-type: none"> District approved textbooks District approved websites District approved supplemental resources Teacher created resources 	



Subject: Social Studies	Grade: 1	Suggested Timeline: Throughout the School Year
Unit Title: Economics		
Unit Overview/Essential Understanding: Students will be learning about different careers that they could have when they get older. They will learn about different jobs and the purpose of each of the jobs. Students will learn that the money that they make will be used to buy things that they need in life. Students will practice with making a mini-budget and spending their play money to pay for things that they need to live. Students will learn that the money that they spend are either on needs or wants. Essential Questions: <ul style="list-style-type: none">• What jobs need to be done in a community?• How do we get our food?		
Unit Objectives: <ul style="list-style-type: none">• Students will learn about careers, budget, wants and needs, and services vs. goods.• Students will identify needs and wants.• Students will explain the value of money.• Students will create a mini budget plan.• Students will take on the role of a consumer.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 6.1.1.A - Identify scarcity of resources within the family• 6.1.1. B - Identify classroom wants and needs• 6.1.1.D - Identify a choice based on classroom interest• 6.2.1.A - Identify goods, consumers, and producers• 6.2.1.C - Identify advertisement that encourages us to buy things based on want rather than need• 6.2.1.D - Explain the role of money in determining price• 6.2.1.E - Identify the impact on a community when a business opens• 6.2.1.G - Define an economic system at individual level		

- 6.3.1.D - Identify products produced in the United States
- 6.4.1.A - Identify specialization of work in the community
- 6.4.1.D - Describe how individuals differ in their wants and needs and why people buy and sell things
- 6.5.1.A - Identify individuals who work for wages in the community
- 6.5.1.B - Identify different jobs and the purpose of each
- 6.5.1.C - Identify businesses and their corresponding goods and services
- 6.5.1.E - Describe what tools (tangible assets) are necessary to complete a task
- 6.5.1.F - Identify buyers and sellers (people) buy and sell things
- 8.2.1.A - Identify groups of people who contribute to a community

Important Standards Addressed in this Unit:

- 6.1.1.C - Identify choice based on needs versus wants
- 6.3.1.A - Identify examples of goods and services
- 6.5.1.D - Identify different ways to earn money
- 6.5.1.G - Explain the need to save money

Misconceptions:

- Many students think that whatever they want in life they can buy. Students do not understand the importance of having a job and paying for things with the money that they earn.
- Many students think they can pay for things with a credit card and do not realize they need to pay the credit card company for what they bought.

Concepts/Content:

- Careers
- Budget and Needs and Wants
- Services vs. Goods

Competencies/Skills:

- Explore different jobs and careers that they can work toward having someday
- Discuss the difference between something that they want and something that they need to survive

Description of Activities:

- Wonders Unit 2 Week 1 - Jobs Around Town
 - Wonder's Story - The Red Hat
 - Activity Card # 6 People at Work
 - Activity Card #20 Jobs People Do
 - Students will learn about different jobs and careers that different people have in our community by participating in zoom session with these individuals

- Compute spending money and understand that the money they earn will go to purchase things in life
- Identify things they purchase as either a service or a good

- throughout the school year. These leaders and community helpers will discuss their job and the education that they needed to have those careers
- Needs and wants -Students will learn the difference between wants and needs. Students will complete an activity of a mini budget with play money. Students can pretend they are doing a job then receiving money for their job. Students will then act out paying for things that they need. For example, paying \$2 for rent. Students will learn that they need to pay for necessities before buying their wants. Students will then learn that they should save money for their wants.
 - Contact the local bank. This person could come in to talk to our students or a zoom session. The bank employee could discuss money and savings accounts.
- Wonders Unit 3 Week 5 - From Farm to Table
 - Wonder's Story- From Cow to You
 - Activity Card # 15 From Farm to Table
 - Students will learn about Services and Goods through role play. Students will participate in activities such as a pretend store. For example, someone can pretend to be a barber. Is this an

		<p>example of a service or good? Students can wear headbands (made from sentence strips) with titles of their jobs. This will help students learn the names of our community jobs such as grocery store clerk, chef, librarians, plumbers, etc.</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Assessments included district approved supplemental resources and teacher created resources. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> Comprehension of nonfiction texts Vocabulary Writing 	<p>Additional Resources:</p> <ul style="list-style-type: none"> District approved textbooks District approved websites District approved supplemental resources Teacher created resources 	



Subject: Social Studies	Grade: 1	Suggested Timeline: Throughout the School Year
Unit Title: Geography		
Unit Overview/Essential Understanding: Students will learn about the globe is a representation of our Earth. Students will learn that a map also a representation of a small piece of our Earth. Students will learn how to read a map and a map key. Students will make a map and a map key. Essential Questions: <ul style="list-style-type: none">• What jobs need to be done in a community?• How do we get our food?		
Unit Objectives: <ul style="list-style-type: none">• Students will learn about maps, timelines, and holidays around the world.• Students will use a map key to answer questions.• Students will locate places on a map.• Students will identify symbols in a map key.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.1.1 A - Identify geographic tools• 7.2.1.A - Identify physical characteristics in the community and region• 7.2.1.B - Identify the basic physical processes that affect the physical characteristics of places• 7.3.1 A - Identify the local climate and how it determines the way people live		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.1.1 B - Describe places in geographic reference in physical features• 7.4.1.A - Describe how lakes, rivers, and streams impact people		
Misconceptions: <ul style="list-style-type: none">• Many students do not realize the purpose of a map is to help you get places and to learn about the geography such as mountains.		

- When teaching about Cardinal Directions, many students think that pointing up (towards the sky) is North.

Concepts/Content:

- Maps
- Timelines
- Holidays around the World

Competencies/Skills:

- Identify different parts of a map and how to read maps
- Chronologically put events in order on a timeline
- Identify and discuss holidays that different people celebrate around the world

Description of Activities:

- Wonders – Unit 1 Week 2 –Where I Live
 - Wonder’s Story – Go Pip
 - Activity Card # 2 The World Around You
- Wonders – Unit 2 Week 5 –Follow the Map
 - Wonder’s Story – Phil’s Room
 - Activity Card # 10 Maps
 - Students will make a map of our school. Students will learn how to make a map key and use symbols in their maps.
 - Students will make different types of landforms out of clay.
 - TimeLine – –Students will bring in 7 pictures from home or draw pictures of themselves (one picture for each year of their life since birth. Students will make a timeline of their live of different milestones.
 - Students will complete a unit on Holidays around the World. Students will learn about different countries and how people in those countries celebrate Christmas or another Winter Holiday. Students will complete activities from different countries then pack these artifacts in a pretend suitcase.



Assessments:

- Assessments included district approved supplemental resources and teacher created resources.

Interdisciplinary Connections:

- Comprehension of nonfiction texts
- Vocabulary
- Writing

Additional Resources:

- District approved textbooks
- District approved websites
- District approved supplemental resources
- Teacher created resources



Subject: Social Studies	Grade: 1	Suggested Timeline: Throughout the School Year
Unit Title: History		
Unit Overview/Essential Understanding: Students will learn how people live has changed over time. Students will learn that the holidays we celebrate in the United States are due to past events for example: July 4 th and Veteran’s Day. Essential Questions: <ul style="list-style-type: none">• How is life different than it was long ago?• What inventions do you know about?• What traditions do you know about?• Why do we celebrate holidays?		
Unit Objectives: <ul style="list-style-type: none">• Students will discuss how life is different than it was 30 – 50 years ago, holidays we celebrate and why we celebrate them, and national symbols.• Students will identify and discuss the different national symbols and why they are important.• Students will recognize the symbolic importance of the American Flag, Lincoln Memorial, and the Statue of Liberty.• Students will begin to put events in chronological order as they occurred in history.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.1.1.F - Identify national symbols• 8.1.1.C - Identify sources of historical information• 8.2.1. C - Identify holiday and cultural celebrations in the community and why they are celebrated• 8.2.1.D - Identify historical conflict in the community• 8.3.1.A - Identify Americans who played a significant role in American history• 8.3.1.C - Identify examples of change• 8.4.1. A - Explain why cultures celebrate• 8.4.1 B - Explain the importance of world landmarks		

- 8.4.1C - Identify holidays and ceremonies of selected world cultures

Important Standards Addressed in this Unit:

- 8.1.1.A - Demonstrate an understanding of chronology
- 8.2.1.B - Identify symbols, slogans, or mottos that are representative of the state
- 8.3.1. B - Identify American landmarks and their significance

Misconceptions:

- Many students believe that their grandparents had very similar childhoods as they do now.
- Students do not realize the technology that has occurred in our recent history such as television, microwaves, computers, cell phone etc.

Concepts/Content:

- Now and Then
- Celebrations
- National Symbols

Competencies/Skills:

- Examine differences between what life is like for them now and how life was like in the past
- Research different objects that we use every day like telephone and microwave
- Discuss how objects can to be invented
- Discuss and share facts about our country's celebrations and why we celebrate them
- Identify and explain the importance of our Nation's Symbols

Description of Activities:

- Wonders - Unit 3 Week 4 - Now and Then
 - Wonder's Story - Long Ago and Now
 - Activity Card # 14 Life Long Ago
- Wonders - Unit 5 Week 3 - Great Inventions
 - Wonder's Story - Thomas Edison, Inventor
 - Activity Card #23 People Make Change
 - Grandparent's Day (in-school or virtual)
We will discuss how school and life is different for our students as it was during their grandparent's life.
- Wonders - Unit 6 Week 4 - Sharing Traditions
 - Wonder's Story - Lissy's Friend
 - Activity Card # 29 Culture, What Makes My Family
 - Students will make a booklet of different United States Holidays and discuss why we have these

		<p>celebrations. For example: 4th of July, Veteran’s Day, Thanksgiving.</p> <ul style="list-style-type: none"> • Wonders – Unit 3 Week 3 – Tales over Time Wonder’s Story – The Gingerbread Man Activity Card # 13 How We Celebrate • Wonders – Unit 6 Week 5 – Celebrate America <ul style="list-style-type: none"> ○ Wonder’s Story – Happy Birthday, U.S.A.! ○ Activity Card # 30 Holidays and Celebrations ○ Historical locations – Penny rub – Lincoln Memorial, magnify glasses to find Lincoln in middle of the Lincoln Memorial. ○ Booklets <ul style="list-style-type: none"> -make booklet on symbols of PA, slogans, and motto -make booklet on National landmarks and slogans
<p>Assessments:</p> <ul style="list-style-type: none"> • Assessments included district approved supplemental resources and teacher created resources. 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Comprehension of nonfiction texts • Vocabulary • Writing 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbooks • District approved websites • District approved supplemental resources • Teacher created resources 	