

GRADE 1 - FAMILIES

OVERVIEW

The first grade curriculum emphasizes student interaction with the surrounding communities, family and school. Students will develop a complete understanding of their immediate geography, history, culture, and economics.

A secondary goal of the first grade curriculum is to integrate content from English and Language Arts. Several items in this curriculum are purposefully written in a general manner to facilitate cross-curricular connection. Map skills should be reiterated in a relevant manner throughout the school year.

Current events are an integral part of the curriculum in each grade level and should be reviewed and discussed on a regular basis, keeping in perspective the suitability of the topic for the grade level. Current events should reflect themes from other content areas as well.

ESSENTIAL QUESTIONS

Geography

1. How do geographic tools help people study places?
2. How are places located on a map?
3. How does geography influence the lifestyles of different people?
4. Why is geography important to people?

History

5. What techniques can be used to solve a problem or conflict?
6. How are different holidays celebrated?
7. What Americans played a significant role in American history?
8. Why are symbols, holidays, and landmarks important to our history?

Civics, Government, and Society

9. Why are rules important for school and society?
10. How can people be contributing members of a community?
11. How does cooperation lead to accomplishing goals?
12. What problem solving techniques can be used in the classroom and at home?
13. What are rewards and consequences for actions?
14. How do community leaders, elected officials, and other important leaders help their communities?
15. Where does someone find news about the school, community, and country?
16. What are some basic responsibilities of being a citizen in the United States?

Economics

17. What is the difference between needs and wants?
18. What do certain groups need to live? How do those groups get what they need?
19. What are some different jobs in the community? Why are they important?
20. What are some businesses in the community? What do they buy or sell?

**SOCIAL STUDIES CURRICULUM GUIDELINES
GRADE 1**

Topic I: Geography

Trimesters Covered						Pennsylvania Standards
1		2		3		Topic I
<p>A. Map Skills</p> <ol style="list-style-type: none"> 1. Identify geographic tools and describe how they are used 2. Locate Pennsylvania, the United States, and North America on a map 3. Identify types of landforms and bodies of water 4. Describe the physical characteristics of a certain location 5. Use geographic tools to learn more about certain locations <p>B. Human Systems</p> <ol style="list-style-type: none"> 1. Identify the landforms that influence the local lifestyle 2. Describe ways in which people interact with their environment <p>C. Environment and Society</p> <ol style="list-style-type: none"> 1. Identify features of the environment in the local community 2. Describe the importance of landforms and water to the local community 						<p><u>Geography</u> 7.1.1.A-B 7.2.1.A-B 7.3.1.A 7.4.1.A</p> <p><u>History</u> 8.3.1.C</p> <p><u>Civics</u> 5.2.1.C</p> <p><u>Economics</u> 6.1.1.A</p>

Topic II: Communities, Citizenship, and History

Trimesters Covered						Pennsylvania Standards
1		2		3		Topic II
<p>A. Families</p> <ol style="list-style-type: none"> 1. Define a family 2. Identify family members 3. Cite examples of rules at home 4. Defend the importance of rules and responsibilities in families 5. Identify family heritage 6. Describe traditions and/or customs in families 7. Explain how traditions, customs, and/or holidays are celebrated in families 8. Describe the role of religion in families 9. Explain how conflicts are resolved at home 						<p><u>Geography</u> 7.2.1.A-C</p> <p><u>History</u> 8.1.1.A-C 8.2.1A-D 8.3.1.A-D 8.4.1.A-D</p>

<p>B. School Community</p> <ol style="list-style-type: none"> 1. Identify and describe roles within the school community 2. Explain rules of the classroom and the school community 3. Defend the importance of rules in a school community 4. Describe the role of religion in the school community 5. Cite examples of how the school and/or community has changed over time 6. Identify problems in the school community 7. Describe ways in which problems can be solved in school <p>C. Community Helpers</p> <ol style="list-style-type: none"> 1. Identify community helpers in the local community, including the Church 2. Describe the duties of community helpers 3. Explain how the Catholic Church contributes to the local community <p>D. Patriotism and American History</p> <ol style="list-style-type: none"> 1. Define patriotism 2. Give examples of citizens showing patriotism 3. Identify national and state symbols from pictures 4. Identify the colors of the American flag and color the flag appropriately 5. Describe the contributions of famous Americans 6. Identify national holidays and explain how they are celebrated 7. Sequence events from a specific period in history <p>E. World History and Cultures</p> <ol style="list-style-type: none"> 1. Identify holidays and celebrations in other countries 2. Explain how certain cultures celebrate holidays 3. Identify famous world landmarks 4. Describe the meanings of certain landmarks 5. Explain how groups have conflicted and cooperated in specific periods of history 6. Sequence events from a specific period in history 	<p><u>Civics</u> 5.1.1.A-F 5.2.1.A-D 5.3.1.A-F 5.4.1.A, B, E</p> <p><u>Economics</u> 6.4.1.A 6.5.1.A</p>
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Topic III: Economics

Trimesters Covered						Pennsylvania Standards
1		2		3		Topic III

<p>A. Define basic economic terms, including needs, wants, producers, consumers, scarcity and business</p> <p>B. Family Economics</p> <ol style="list-style-type: none"> 1. Identify the members of a family 2. Distinguish between the wants and needs of a family 3. Describe how families meet their wants and needs 4. Explain how scarcity impacts economic decisions 5. Identify advertisements and explain how they affect economic decisions 6. Explain why money is saved and spent 	<p><u>Geography</u> 7.1.1.A</p> <p><u>Civics</u> 5.2.1.D</p> <p><u>Economics</u> 6.1.1.A-D 6.2.1.A, C, D, E</p>
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<p>C. School and Community Economics</p> <ol style="list-style-type: none">1. Identify the members of the school and community2. Identify the producers and consumers in the local economy3. Distinguish between wants and needs of the classroom and/or school4. Identify local businesses and describe what they produce5. Identify jobs within the community and describe their duties6. Explain how scarcity could impact economic decisions	<p>6.3.1.A, D 6.4.1.A, D 6.5.1.A-G</p>
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