

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Social Studies**

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**Grade: One**

**Date of Board Approval: 2016**

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## **PLANNED INSTRUCTION**

**Title of Planned Instruction:**

**Social Studies**

**Subject Area:** Social Studies

**Grade Level:** One

**Course Description:**

Students will participate in learning about other cultures and the diversity within the cultures and communities throughout the world and how they change over time. The students will study people, places and environments of the Earth. Students will learn about the responsibilities of citizenship to their families, communities, state and country, and also the history of each of these groups. Students will also learn about goods and services provided within their community, and ways to cooperate with individuals throughout the world.

**Time/Credit for the Course:**

One year; five units throughout the year

**Curriculum Writing Committee:**

Jill Mann and Natalie McCann

# Curriculum Map

## 1. Marking Period One - Overview with range in days: 10 days

### Marking Period One Goals:

- Families and Neighbors (Unit 1)
  - Our Families
  - Families Together
  - Our School
  - Our Neighbors
  - America is Special

### Understanding of:

- Who are our families and neighbors? (Unit 1)
  - Understand that family members, friends, and classmates can all teach us how to act responsibly.
  - Understand that at times, certain events bring families together.
  - Understand that there are similar reasons for having rules at home and school.
  - Understand that people rely on their neighbors.
  - Understand that America has many different customs because Americans have come from all over the world, bringing the customs of their home countries with them.

## 2. Marking Period Two - Overview with time range in days: 20 days

### Marking Period Two Goals:

- All About Earth (Unit 2)
  - From City to Farm
  - People Change the Land
  - Looking at Earth
  - Learning About Earth
  - Our World
- Life Long Ago (Unit 3)
  - Families Long Ago
  - The First Americans
  - Coming to America
  - The Pilgrims
  - People Keep America Free

### Understanding of:

- How do we learn about where we live? (Unit 2)

- Understand that whether a person lives in the city, in the suburbs, in a town, or on a farm, they are part of a community and, therefore, are dependent on and connected with one another.
- Understand that communities and transportation are changing.
- Understand that the Earth is made up of land and water, with different landforms and bodies of water.
- Understand the weather and the four seasons. Identify natural resources. Learn to recycle items to be used again.
- Understand the connection among community, state, country, continent, and planet Earth.
- How did people live long ago? (Unit 3)
  - Understand the differences and similarities between how people lived long ago and how they live today.
  - Understand that there are similarities between our lives today and the lives of Native Americans long ago.
  - Understand the purposes and effects of exploration.
  - Understand why the Pilgrims came to America and how they survived.
  - Understand what freedom is and how Americans have been fighting for freedom since the start of the country.

### **3. Marking Period Three - Overview with time range in days: 10 days**

#### **Marking Period Three Goals:**

- All About Work
  - All About Money
  - Needs and Wants
  - Work and Jobs
  - All About Goods

#### **Understanding of:**

- Why do people work?
  - Understand what money is and why it is important to save it.
  - Understand the difference between a need and a want.
  - Understand what work is and the different kinds of work people do.
  - Understand that goods are made, bought, and traded.

### **4. Marking Period Four - Overview with time range in days: 10 days**

#### **Marking Period Four Goals:**

- Our Government (Unit 5)
  - A Call for Freedom
  - A Plan for Our Country
  - All About Laws
  - What Can Citizens Do?
  - Our Leaders
  - Symbols of Our Country

**Understanding of:**

- How do we get along together?
  - Understand what the Declaration of Independence is and why we celebrate on July 4.
  - Understand what a government is and the importance of the Constitution.
  - Understand laws and what they are for and that some laws are state and community law.
  - Understand the importance of being a good citizen and the purpose of voting.
  - Understand that we have many leaders who have different roles.
  - Understand some of the symbols that represent the United States and what they stand for.

## **Curriculum Plan**

**Unit 1: Families and Neighbors**

**Time Range in Days: 10**

**Standard(s):**

PA Academic Standards

**Standards Addressed:**

5.1.1.A, 5.1.1.B, 5.1.1.C, 5.1.1.D, 5.1.1.E, 5.2.1.A, 5.2.1.B, 5.2.1.D, 5.3.1.D, 5.3.1.F, 5.4.1.B, 5.4.1.E, 8.2.1.C, 8.4.1.A, 8.4.1.C, 8.4.1.D

## Reading Standards

CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.G, CC.1.2.1.L, CC.1.3.1.B, CC.1.5.1.F

**Overview:**

In this unit, students will have a basic understanding of families, rules at school, neighbors/neighborhoods, and cultures in America.

**Focus Question(s): Who are our families and neighbors? (Big Idea)**

- What is a family?
- What are rules?
- What parts make up an address?
- What is a custom?
- What are some classroom and school rules?
- What is culture?
- How can neighbors help?
- What is a neighborhood?

**Goal:**

Students will have an understanding of families and neighbors.

**Objectives:**

- Students will understand that family members, friends, and classmates can all teach us how to act responsibly. (DOK-Level 1)
- Students will connect that certain events bring extended families together. (DOK-Level 4)
- Students will understand that there are similar reasons for having rules in home and school to make each place safe. (DOK-Level 2)
- Understand that neighbors are relied upon for help and a feeling of community. (DOK-Level 3)
- Realize that Americans have different customs because they come from countries all over the world. (DOK-Level 2)

**Core Activities and Corresponding Instructional Methods:**

Lesson 1: Our Families TM 4-9

- Students will draw and label members of their family.

Lesson 2: Families Together TM 10-15

- Draw pictures of their favorite family celebration, and discuss family customs orally.

Lesson 3: Our School TM 16-21

- Discuss reasons to have rules in school.

Lesson 4: Our Neighbors TM 22-25

- Write a sentence about their own neighborhood and then share with classmates.

Lesson 5: America is Special TM 26-29

- List one custom that their family observes or celebrates.

Instructional Methods:

- Cooperative Learning groups
- Group discussion
- Direct Instruction
- Guided Practice
- Modeling
- Individual Practice

**Assessments:**

Diagnostic:

- Orally discuss the "Try the Skill" section questions with the class.
- Use a retelling diagram to elicit unit information from students

Formative:

- Students draw where they live. Include the house number and address, after verifying correct information with household adults.
- Use the "Check for Understanding" questions to ensure understanding of unit concepts.
- Use the Reader's Theater play to add to students' understanding of neighborhoods and families.
- Make a "Welcome Picture" to welcome new neighbors to the neighborhood.

Summative:

- Use the Unit Review and Assess section to review the unit concepts with the class. (TM 30-31)
- Unit One Assessments as included in Assessment booklet (pages 1-21)
- Have each student make a Customs Book as detailed on pg. T32 and S32
- Assess the student's' written response to the question "Who are our families and neighbors?" by using the rubric on pg. T32W.

**Extensions:**

- Ask children to make up a story about a fictional family doing their favorite activity.
- Write a sentence describing the family celebration they enjoy most.
- After depicting a school rule on a poster, students will add a sentence and post the rules throughout the school halls.
- Create a list of things that make good and bad neighbors. Share with class.
- Have students learn how to say hello in another language and teach the class.
- Have students organize a "Family Customs" day, where each child from the class shares a customary family food, activity or celebration with their classmates.

### **Correctives:**

- Develop vocabulary using Oral Language cards, or other methods to discuss unit vocabulary (family, rules, custom, celebrate) to ensure student understanding of the information presented about families and neighbors.
- To ensure student understanding of neighborhoods, have students read either silently, chorally, or in paired groups the selection of the retell as shown on page RS1.
- After discussing the word celebration, have a small celebration in the classroom.
- Draw one school rule.
- After discussing what a neighborhood is, students will tell the name of a neighbor.
- Practice introducing each other to a "new" classmate or neighbor.

### **Materials and Resources:**

The "Big Idea" Video Program

BookLink

Classroom Presentation Toolkit

Student Edition- All Together; 5 different units, separate books

Teacher Edition- All Together

Puzzlemaker

[www.macmillianmh.com](http://www.macmillianmh.com) -first grade link:

[http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1\\_index.html](http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1_index.html)

Assessment Book

Oral Language Cards

Student Workbook

Dinah Zike's Foldables

Teaching Transparencies

Idea Factory

First Grade Standards link ([www.pdesas.org/Standard](http://www.pdesas.org/Standard))

Teacher created review material

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook:

All Together Culture

Textbook ISBN #:

0-02-151344-9

Textbook Publisher & Year of Publication:

MACMILLAN/MCGRAW HILL 2009

Curriculum Textbook is utilized in (title of course):

Social Studies - Unit 1

# Curriculum Plan

## Unit 2: All About Earth

Time Range in Days: 10 days

### **Standard(s):**

PA Academic Standards

### **State the Standard(s) Covered:**

7.1.1.A, 7.1.1.B, 7.2.1.A, 7.2.1.B, 7.3.1.A, 7.4.1.A, 8.2.1.B

### Reading Standards

CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.G, CC.1.2.1.L, CC.1.3.1.B, CC.1.5.1.F

### **Overview:**

In this unit, students will have a basic understanding of different types of communities, the ways people can change land, different kinds of land and water, Earth's natural resources and weather, and our world.

### **Focus Question(s): How do we learn about where we live? (Big Idea)**

- What is special about a city?
- Where is a suburb located?
- What is it like to live on a farm?
- How do workers build homes?
- What is transportation?
- What is earth made of?
- What is weather?
- Can you name the four seasons?
- What are natural resources?
- How many states are in our country?
- Can you name the four oceans?

### **Goal:**

Students will have an understanding of where we live here on Earth.

### **Objectives:**

- Compare and contrast living in a city, suburb, town or farm and how their being part of a community ensures that they are able to survive and that all people are dependent on one another. (DOK-Level 3)
- Discuss the ways that communities and transportation have changed. (DOK-Level 2)

- Identify the landforms and water features of the community, state, world and country using maps. (DOK-Level 1)
- Analyze the four seasons of the year and the kinds of weather that occur in each. (DOK-Level 4)
- Identify natural resources and the reasons to recycle available items. (DOK-Level 1)
- Realize the connection between our community, state, country, continent, and World. (DOK-Level 4)

### **Core Activities and Corresponding Instructional Methods:**

#### Unit Activity:

- Students will make a Vocabulary Foldable to enrich their understanding of the vocabulary introduced in the unit.

#### Lesson 1: From City to Farm TM 4-9

- List similarities of the suburbs and a city.

#### Lesson 2: People Change the Land TM 10-13

- Tell some ways that people have changed the land.

#### Lesson 3: Looking at Earth TM 14-21

- Identify characteristics of mountains, hills and plains; lakes, rivers and oceans. Draw and label each.

#### Lesson 4: Learning about Earth TM 22-29

- Make a Four Seasons collage in the classroom.
- Write about activities available in each season.
- Analyze why people should recycle.

#### Lesson 5: Our World TM 30-35

- List the continents of the Earth, and also the major oceans.
- Identify our country, state and town on a map.

#### Instructional Methods:

- Cooperative Learning groups
- Group discussion
- Direct Instruction
- Guided Practice
- Modeling
- Individual Practice

### **Assessments:**

#### Diagnostic:

- Make a graphic organizer to compare a city and a farm
- After researching different crops that farms grow, students will draw pictures of many crops
- Make a map of the school and its outlying areas.

**Formative:**

- Have each child invent and name an imaginary island. Label both the island and the ocean surrounding it, and orally tell a story about what activities are available on the island.
- Compare and contrast information available on globes and maps within the classroom.
- Identify the name of our country and state, and find them on a map.

**Summative:**

- Use the Unit Review and Assess section to review the unit concepts with the class.
- Unit Assessments as included in Assessment booklet
- Color a world map to depict the continents and oceans of the Earth.
- Assess the written response to the question, "How do we learn about where we live?" using the writing rubric on pg. T38W.

**Extensions:**

- Make a list of things to do in their community.
- Invite community members involved in the construction and transportation professions to share what they do to help the community.
- Write a story about a time that you visited a landform or body of water.
- Write a story about an activity that they can do in one season and illustrate it.
- Organize a recycling program in the school for cans and paper, or assist school personnel in gather donated materials.
- Identify all of the continents and oceans on a map of the Earth.

**Correctives:**

- Draw a picture of one kind of community after reviewing meanings of each one.
- Tell which way each child enjoys traveling the most, and why.
- Using pictures of each landform and body of water, have students identify each correctly.
- Draw a picture of what a deciduous tree does in each season, and also how a child may dress in each season.
- Bury a piece of plastic in dirt, observe how it changes over 2 weeks, and discuss the class findings and how they should adjust their families' behaviors because of the information.
- Using world and state maps, have the children find and color both the United States and Pennsylvania. Discuss various local town names, and their location on a Pike County map.

## **Materials and Resources**

The "Big Idea" Video Program

BookLink

Classroom Presentation Toolkit

Student Edition- All Together; 5 different units, separate books

Teacher Edition- All Together

Puzzlemaker

www.macmillianmh.com (first grade link:

[http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1\\_index.html](http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1_index.html) )

Assessment Book

Oral Language Cards

Student Workbook

Dinah Zike's Foldables

Teaching Transparencies

Idea Factory

First Grade Standards link ([www.pdesas.org/Standard](http://www.pdesas.org/Standard))

Teacher created review materials

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook:

All Together Geography

Textbook ISBN #:

0-02-152396-7

Textbook Publisher & Year of Publication:

MACMILLAN/MCGRAW HILL 2009

Curriculum Textbook is utilized in (title of course):

Social Studies Unit 2

# Curriculum Plan

## Unit 3: Life Long Ago

Time Range in Days: 10

### **Standards:**

PA Academic Standards

### **State the Standard(s) Covered:**

8.1.1.A, 8.1.1.B, 8.1.1.C, 8.2.1.A, 8.2.1.D, 8.3.1.A, 8.3.1.C, 8.3.1.D

### Reading Standards

CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.G, CC.1.2.1.L, CC.1.3.1.B, CC.1.5.1.F

### **Overview:**

In this unit, students will have a basic understanding of history, including, Native Americans, Christopher Columbus, Pilgrims, and the people who have helped keep America free.

### **Focus Question (s): How did people live long ago? (Big Idea)**

- Who were the first people to live in North America?
- How are Native American children like the Native American children from long ago?
- What country did the first settlers come from?
- Why did the Pilgrims come to America?
- Why did the Pilgrims have a feast?
- What does a history map show?
- Who was George Washington?
- What is slavery?
- Who are immigrants?
- What does our President do?
- What did Martin Luther King, Jr., want to change?

### **Goal:**

Students will have an understanding of how our history has shaped our country today.

### **Objectives:**

- Discuss the differences and similarities between people from the past and Present. (DOK - Level 1)
- Compare the lives of Native Americans today to those long ago. (DOK - Level 2)
- Realize the effects of exploration on America. (DOK - Level 4)
- Understand why the Pilgrims came to America and how they survived. (DOK - Level 1)

- Realize the price of freedom, and that Americans have been fighting for freedom since the creation of the country. (DOK - Level 2)
- Compare and contrast their community now and long ago. (DOK - Level 3)

**Core Activities and Corresponding Instructional Methods:**

- Compare and contrast information about life today and long ago as presented in the text.
- Compare the chores of today and those of lifelong ago.
- Make a collage depicting things that were common long ago.
- Build background knowledge of Native Americans and area tribes.
- Draw a picture of Native American foods, shelters, clothing and activities.
- Discuss the challenges of exploring in the past.
- Compare and contrast the lives of the Pilgrims and the Native Americans.
- Discuss the reasons that the early settlers had to come to America.
- Brainstorm examples of freedom in the United States.
- Using local historical information, children will learn about the ways that their local community has changed.

**Instructional Methods:**

- Cooperative Learning groups
- Group discussion
- Direct Instruction
- Guided Practice
- Modeling
- Individual Practice

**Assessments:**

**Diagnostic:**

- Draw a Native American child in their native attire.
- Have children act out ways that they can help others.
- Use the "Reading Link" suggestions to retell concepts.
- Discuss why the pilgrims needed help from the Native Americans.

**Formative:**

- Use natural materials to make a model of a Native American home.
- Write a thank-you note to a person who has helped you.
- Use the "Check Understanding" questions to ensure understanding of concepts.
- Use a Venn diagram to compare and contrast the lives of the Pilgrims and the Native Americans.
- Enact the conflict of the Civil War from reasons for the war to the resolution.

- Draw a picture of what life might have been like if the children were on a wagon train to the west.

#### Summative:

- Use the Unit Review and Assess section to review the unit concepts with the class.
- Unit Assessments as included in Assessment booklet.
- Write about the changes in the community in the past 100 years.
- List reasons why people immigrate to other places or countries
- Make a history mobile and share with the class.
- Assess the response to "How did people live long ago?" using the writing rubric.

#### Extensions:

- Interview an older person about ways that their life and surroundings have changed since they were young.
- After instructor gathers information, use information about Pike County's history to present to the children about the changes in the area and compare today to long ago.
- Write a story about living in the past and meeting a Native American.
- Invite historical association members to the classroom to present information about how the community was long ago.
- Invite community members or view information online about Native Americans of today.
- Use information available to research Columbus and other explorers.
- Make a picture book about the lives of the Pilgrims and the Native Americans.
- Act out a student created play of the meeting of the Pilgrims and the Native Americans.
- Compare and contrast the reasons for the Revolutionary and the Civil Wars.
- Present a speech about the way that Martin Luther King, Jr. persuaded with peaceful leadership.

#### Correctives:

- Have students discuss the chores that they do for their families with the class.
- Make a timeline of their life including important events.
- Tell about the different natural resources that are used to make homes, both today and long ago.
- Discuss terms presented about life long ago, and have children point to pictures of the terms or draw them.

- Add vocabulary from the unit to their vocabulary journal.
- Trace the route of the Mayflower across the Atlantic Ocean.
- Give examples of different kinds of immigrants from the past or present

## Materials and Resources

The "Big Idea" Video Program

BookLink

Classroom Presentation Toolkit

Student Edition- All Together; 5 different units, separate books

Teacher Edition- All Together

Puzzlemaker

www.macmillianmh.com (first grade link:

[http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1\\_index.html](http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1_index.html) )

Assessment Book

Oral Language Cards

Student Workbook

Dinah Zike's Foldables

Teaching Transparencies

Idea Factory

[http://www.scholastic.com/scholastic\\_thanksgiving/](http://www.scholastic.com/scholastic_thanksgiving/) : Site depicts all viewpoints of the Thanksgiving holiday and people involved with the Plymouth settlement

First Grade Standards link ([www.pdesas.org/Standard](http://www.pdesas.org/Standard))

### **Pike County resources:**

move2pike.com

[www.milfordpa.us](http://www.milfordpa.us)

pikecountyhistoricalsociety.org

[www.cardcow.com/viewall/65548/](http://www.cardcow.com/viewall/65548/)

<http://www.shohola.com/township/>

<http://www.trails.com/advancedfind.aspx?keyword=dingmans+ferry+pa>

<http://www.dingmansferry.com/dingmansferrybridge.htm>

<http://www.dingmansferry.com/>

[http://en.wikipedia.org/wiki/Delaware\\_Water\\_Gap\\_National\\_Recreation\\_Area](http://en.wikipedia.org/wiki/Delaware_Water_Gap_National_Recreation_Area)

<http://www.nps.gov/dewa/index.htm>

Milford to Minisink Valley by Susan Titus Mickley (2005) Arcadia Publishing

Pike County by Lori Strelecki, Arcadia Publishing

Dingmans Ferry by Matthew M. Osterberg (2005) Arcadia Publishing

Along the Delaware River by Richard C. and Carrie E Albert (2002) Arcadia Publishing

The Story of the River Road; Life Along the Delaware from Bushkill to Milford, Pike County, PA by William F. Henn (2004)

Lasting Legacies of the Lower Minisink by Nancy Michael Shukatis (2007)

All Roads Lead to Milford, Pennsylvania Featuring Postcards from the Past by

Skip Gregory and Sandy Leiser (2007) Published by Randolph A. Gregory  
Milford Pennsylvania; Heritage 250 1733-1983 (1983) published by Randolph A.  
Gregory  
Pike County History Book (1989) published by Randolph A. Gregory  
Welcome to Dingmans Ferry DVD (- ) produced by Dennis Lee for the Dingmans  
Ferry/Delaware Township Historical Society  
Along the Delaware VHS tape  
Teacher created review materials

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook:

All Together History

Textbook ISBN #:

0-02-152397-5

Textbook Publisher & Year of Publication:

MACMILLAN/MCGRAW HILL 2009

Curriculum Textbook is utilized in (title of course):

Social Studies Unit 3

## **Curriculum Plan**

## **Unit 4: All About Work**

**Time Range in Days: 10**

### **Standards:**

PA Academic Standards

### **Standards Addressed:**

6.1.1.A, 6.1.1.B, 6.1.1.C, 6.1.1.D, 6.2.1.A, 6.2.1.C, 6.2.1.D, 6.2.1.E, 6.2.1.G, 6.3.1.A, 6.3.1.D, 6.4.1.A, 6.4.1.D, 6.5.1.A, 6.5.1.B, 6.5.1.C, 6.5.1.D, 6.5.1.E, 6.5.1.F, 6.5.1.G

### **Reading Standards:**

CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.G, CC.1.2.1.L, CC.1.3.1.B, CC.1.5.1.F

### **Overview:**

In this unit, students will have a basic understanding of what it means to save money, needs and wants, reasons people work, service jobs, volunteers, and making and trading goods.

### **Focus Question(s): Why do people work? (Big Idea)**

- What is money?
- What does save mean?
- What are things people want?
- What is a shelter?
- Why do most people work?
- How do workers help in a community?
- What are goods?
- How do new machines help us?

### **Goal:**

Students will have an understanding of why people work.

### **Objectives:**

- Understand what money is and why it is important to save it. (DOK-Level 2)
- Determine the difference between wants and needs. (DOK-Level 1)
- Understand what work is and the different kinds of work people do. (DOK-Level 2)
- Understand that goods are made, bought, and traded. (DOK-Level 3)
- Realize that machines have made work easier today than long ago. (DOK-Level 1)

### **Core Activities and Corresponding Instructional Methods:**

Lesson 1: All About Money TM 4-9

- Brainstorm ways the students can earn money to buy something that they want. Make a class list.

Lesson 2: Needs and Wants TM 10-13

- List the needs of a person. Compare the needs to wants that children volunteer to add to list.

Lesson 3: Work and Jobs TM 14-21

- Make a list of jobs that are discussed in unit, and add others that students can add to the list.
- Make a map of a local store, including a map key.

Lesson 4: All About Goods TM 22-27

- Encourage children to realize that many of the things that we own are not made in the United States, but are traded with other countries in return for items that are made here.

Instructional Methods:

- Cooperative Learning groups
- Group discussion
- Direct Instruction
- Guided Practice
- Modeling
- Individual Practice

## **Assessments:**

### Diagnostic:

- Use the areas of Try the Skill to review unit information.
- Use vocabulary journals to ensure student understanding of new terms.
- Use the Reader's Theater "Workers Everywhere!" to enhance student understanding of jobs.

### Formative:

- Use the Check Understanding areas to review concepts in unit.
- Use the Reading Links to sequence and order events in unit.
- Make a poster of 3 needs and 3 wants. Display in the classroom.

### Summative:

- Use the Unit Review and Assess section to review the unit concepts with the class.
- Unit Assessments as included in Assessment booklet.
- Make a Workbook as detailed on pg. T/S 30, that shows many kinds of work.
- Assess the written response to the question, "Why do people work?" using rubric on pg. T30W.
- Choose a job to make a job picture about, using correct terms and uniforms. Share orally.

## **Extensions:**

- Write a sentence about how someone can save money to buy something, and share sentences.
- Act out situations where children believe that it is important to be honest.
- Invite some service workers into the classroom to discuss what they do.
- Have children make a list of volunteer opportunities that they can become involved in as a family.
- Make a model of a community business that provides either a good or a service. Have students present their models to the class.
- Make a poster of the goods that are produced by Pennsylvania companies, after providing research materials.

## **Correctives:**

- Discuss values of coins and paper money and the differences between all of them.
- Compare goods and services, and divide jobs that are listed under those categories.

- Give children small items to trade with each other, and then discuss what a ] "fair trade" is with the class.

## **Materials and Resources**

The "Big Idea" Video Program

BookLink

Classroom Presentation Toolkit

Student Edition- All Together; 5 different units, separate books

Teacher Edition- All Together

Puzzlemaker

www.macmillianmh.com (first grade link:

[http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1\\_in dex.html](http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1_in dex.html) )

Assessment Book

Oral Language Cards

Student Workbook

Dinah Zike's Foldables

Teaching Transparencies

Idea Factory

First Grade Standards link ([www.pdesas.org/Standard](http://www.pdesas.org/Standard))

Teacher created review materials

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook:

All Together Economics

Textbook ISBN #:

0-02-152398-3

Textbook Publisher & Year of Publication:

MacMillan/McGraw Hill 2009

Curriculum Textbook is utilized in (title of course):

Social Studies Unit 4

**Curriculum Plan**

## **Unit 5: Our Government**

**Time Range in Days: 10**

### **Standard(s):**

PA Academic Standards

### **State the Standard(s) Covered:**

5.1.1.F, 5.3.1.A, 5.3.1.B, 5.3.1.C, 5.3.1.E, 5.3.1.H, 5.3.1.I, 5.3.1.J, 5.4.1.A, 5.4.1.D, 8.2.1.B, 8.3.1.B, 8.4.1.B

### **Reading Standards:**

CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.G, CC.1.2.1.L, CC.1.3.1.B, CC.1.5.1.F

### **Overview:**

In this unit, students will have a basic understanding of our country's freedom, our government, laws for our country, state, and community, what citizens do, our leaders, and the symbols of our country.

### **Focus Question(s): How do we get along together? (Big Idea)**

- Why did leaders write the Declaration of Independence?
- Why did our leaders meet?
- What does our Constitution say?
- What is a government?
- Why do we have laws?
- What is a citizen?
- What does the President do?
- What is a mayor?
- What does a governor do?

### **Goal:**

Students will have an understanding of how we get along together.

### **Objectives:**

- Understand what the Declaration of Independence is and why we celebrate the Fourth of July. (DOK-Level 2)
- Understand what a government is and the importance of the Constitution. (DOK-Level 2)
- Discuss laws, what they are for, and the difference between state and local laws. (DOK-Level 3)
- Connect the importance of being a good citizen and the purpose of voting. (DOK-Level 4)
- Understand why we have many leaders who have different roles. (DOK-Level 1)
- Recognize symbols of the United States. (DOK-Level 1)

### **Core Activities and Corresponding Instructional Methods:**

Lesson 1: A Call for Freedom TM 4-7

- Tell why it is important to have a constitution in a new country.

Lesson 2: A Plan for Our Country TM 8-11

- Use a web to show different laws that help to keep people safe.

Lesson 3: All About Laws TM 12-17

- Discuss the concept of "fairness" with the class, have them provide examples of fair and unfair.

Lesson 4: What Can Citizens Do? TM 18-23

- Discuss voting as a fair way to decide within the classroom and the community.

Lesson 5: Our Leaders TM 24-31

- Discuss the president's and governor's duties and where he lives; have students name these officials.
- Identify the directions of north, south, east and west.

Lesson 6: Symbols of Our Country TM 32-37

- Recognize some symbols of the United States, such as the Statue of Liberty, the United States flag, and the bald eagle.

Instructional Methods:

- Cooperative Learning groups
- Group discussion
- Direct Instruction
- Guided Practice
- Modeling
- Individual Practice

## **Assessments:**

### Diagnostic:

- Use Reading Link pages to ensure unit understanding.
- Use pictures of past presidents, have students volunteer their names.

### Formative:

- Use Check Understanding questions to elicit student response.
- Vote for a Class Flag pattern.

### Summative:

- Use the Unit Review and Assess section to review the unit concepts with the class.
- Unit One Assessments as included in Assessment booklet.
- Assess written responses to the question, "How do we get along together?" using pg. 40W

## **Extensions:**

- Read the Constitution, and find the misspelling of the word Pennsylvania within the document.
- Explain why freedom of speech is important.
- Have children practice voting for a classroom privilege, such as a good behavior reward.
- Brainstorm ways to be a good citizen in school.
- Describe why no voting in a country or community would not be a good choice.
- Give a report or make a poster about a president or governor, share with the class.
- Use directions to help children to study a Pennsylvania map.
- List flag etiquette rules to follow in the classroom.
- Make a classroom flag.

## **Correctives:**

- Add definitions of vocabulary in Vocabulary journal.
- Discuss the meaning of the Pledge of Allegiance and ensure students being able to recite it.
- Have students draw the flag properly, with the correct number of stripes and stars. Discuss the meaning of each component of our flag.

## **Materials and Resources:**

The "Big Idea" Video Program

Booklink

Classroom Presentation Toolkit

Student Edition- All Together; 5 different units, separate books

Teacher Edition- All Together

Puzzlemaker

www.macmillianmh.com (first grade link:

[http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1\\_in dex.html](http://www.macmillanmh.com/socialstudies/2009/ss/student/grade1/g1_in dex.html) )

Assessment Book

Oral Language Cards

Student Workbook

Dinah Zike's Foldables

Teaching Transparencies

Idea Factory

First Grade Standards link ([www.pdesas.org/Standard](http://www.pdesas.org/Standard))

Teacher created review materials

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook:

All Together Government

Textbook ISBN #:

0-02-152399-1

Textbook Publisher & Year of Publication:

MacMillan/McGraw Hill 2009

Curriculum Textbook is utilized in (title of course):

Social Studies Unit 5

# Appendix

Social Studies Standards:

Units 1 & 5: <http://www.pdesas.org/Standard/View#>

Unit 2: <http://www.pdesas.org/Standard/View#>

Unit 3: <http://www.pdesas.org/Standard/View#>

Unit 4: <http://www.pdesas.org/Standard/View#>

Reading Standards:

<http://www.pdesas.org/Standard/View#>