
First Grade Social Studies

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

First Grade Social Studies

Prerequisite:

- Successful completion of Kindergarten

Course Description:

The First Grade Social Studies curriculum is designed to address state and national social studies standards. The curriculum prepares students to matriculate to the Second grade and for future study across the four strands of social studies. Students will explore their relationship to culture and their community. Students will also develop the base knowledge of history, geography, economics, and other areas of the social sciences in preparation for advanced study at the secondary level.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: First Grade Social Studies	Grade Level: 1	Date Completed: 4/8/2019
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1st Quarter

Topic	Resources	Standards
Time for School	<i>Social Studies, All Together</i>	5.1.1.A., 5.1.1.B., 5.1.1.D. through F 5.2.1.A., 5.2.1.D.

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2nd Quarter

Topic	Resources	Standards
In My Community	<i>Social Studies, All Together</i>	8.2.1.A., 7.1.1.A., 7.1.1.B., 7.2.1.A.
Work! Work! Work!	<i>Social Studies, All Together</i>	8.2.1.A., 7.1.1.A., 6.1.1.C., 6.2.1.A., 6.3.1.A.

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3rd Quarter

Topic	Resources	Standards
Our Earth, Our Resources	<i>Social Studies, All Together</i>	8.1.1.A., 8.3.1.A., 8.3.1.C., 7.1.1.A., 7.1.1.B., 7.2.1.B., 7.3.1.A., 7.4.1.A.
This is Our Country	<i>Social Studies, All Together</i>	8.1.1.C., 8.2.1.A through C 8.3.1.A., 8.3.1.C., 8.4.1.A., 8.4.1.C., 5.1.1.F., 7.1.1.A.

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4th Quarter

Topic	Resources	Standards
Our Country, Our World	<i>Social Studies, All Together</i>	8.3.1.A., 8.3.1.C., 7.1.1.B., 7.2.1.A., 7.2.1.B., 6.2.1.A.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Time for School	<p>A person can belong to many groups.</p> <p>Families long ago enjoyed many of the same activities as families today.</p> <p>A typical school day includes routines, one of which is pledging allegiance to the flag.</p> <p>A calendar is special kind of chart that shows days, weeks, months, and years.</p> <p>It is important to know the rules at school and at home- and to follow those rules.</p> <p>People such as principals and teachers help us to understand the rules.</p> <p>Schools, like other things, change over time.</p> <p>Tools children use at school have changed over time.</p> <p>Vocabulary: School Group Flag Country</p>	<p><i>Social Studies: All Together</i> Worksheets</p> <p>Unit 1-Core vocabulary cards</p> <p>Weekly Reader</p>	<p>Socratic method of exploration</p> <p>Teacher observation</p> <p>Questions and Answers</p> <p>Written Response</p>	Ongoing , Quarter 1

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	Rule			
PA Academic Standards: Civics and Government 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. D. Explain the importance of written rules and laws. 5.1.1. E. Describe students' responsibilities in the school and community. 5.1.1. F. Identify national symbols. 5.2.1. A. Identify and explain the importance and responsibilities at school and at home. 5.2.1. D. Explain responsible school behavior.				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
In My Community	<p>A neighborhood is a place where people live, work, and play.</p> <p>Neighborhoods can be alike in some ways and different in other ways.</p> <p>A map key tells what the symbols used on a map stand for.</p> <p>A neighborhood is part of a larger community.</p> <p>A map includes cardinal directions: north, south, east, west.</p> <p>People in a community share many customs.</p> <p>People must obey the laws of a community.</p> <p>People must obey the laws of a community.</p> <p>The United States is a country made up of fifty states.</p> <p>The United States is on the continent of North America.</p> <p>A continent is a large piece of land; an ocean is a large body of salt water.</p>	<p><i>Social Studies: All Together</i></p> <p>Worksheets</p> <p>Unit 2 core vocabulary cards</p> <p>map</p>	<p>Socratic method of exploration</p> <p>Teacher observation</p> <p>Questions and Answers</p> <p>Written Response</p>	Ongoing, Quarter 2

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	Vocabulary: Neighborhood Community Law Leader State Continent Ocean			
PA Academic Standards: History 8.2.1. A. Identify groups of people who contribute to a community. PA Academic Standards: Geography 7.1.1. A. Identify geographic tools. 7.1.1. B. Describe places in geographic reference in physical features. 7.2.1. A. Identify physical characteristics in the community and region.				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Work! Work! Work!	<p>Children do jobs at home and at school.</p> <p>A chart is a way to show things using words and pictures.</p> <p>Families have needs and wants.</p> <p>People who earn money must make choices about spending and saving.</p> <p>People all over the world spend and save money.</p> <p>Workers provide goods and services.</p> <p>Some volunteers show they care by helping people in their communities.</p> <p>A farmer provides goods by growing the food we buy at the store.</p> <p>We can use a map to find out how to get from one place to another.</p> <p>Transportation moves people and goods from place to place.</p> <p>Different kinds of trucks help people do different jobs.</p> <p>Vocabulary: Job</p>	<p><i>Social Studies: All Together</i></p> <p>Worksheets</p> <p>Unit 3 Core vocabulary cards</p>	<p>Socratic method of exploration</p> <p>Teacher observation</p> <p>Questions and Answers</p> <p>Written Response</p>	Ongoing, Quarter 2

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	Needs Wants Tools Goods Service Volunteer Transportation			
<p>PA Academic Standards: History 8.2.1. A. Identify groups of people who contribute to a community.</p> <p>PA Academic Standards: Geography 7.1.1. A. Identify geographic tools.</p> <p>PA Academic Standards: Economics 6.1.1. C. Identify a choice based on needs versus wants. 6.2.1.A. Identify goods, consumers, and producers 6.3.1. A. Identify examples of goods and services.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Our Earth, Our Resources	<p>Weather can vary from day to day and from place to place; weather affects what we wear and what we do.</p> <p>A time line is a graphic organizer used to show the order in which things happen.</p> <p>The changes in seasons affected the everyday life and work of the people who lived long ago.</p> <p>Earth has different kinds of land and water.</p> <p>A globe is a round model of Earth, like a map, it shows landforms and bodies of water.</p> <p>Among Earth's natural resources are land, water, air, trees, oil and gas. It is important to conserve our natural resources.</p> <p>Sacagawea was a Shoshone who guided explorers Lewis and Clark during their search for a water route to the Pacific Ocean.</p> <p>To conserve our natural resources, people can observe the 3 R's: reduce, reuse, and recycle.</p>	<p><i>Social Studies: All Together</i></p> <p>Worksheets</p> <p>Unit 4 core vocabulary cards</p>	<p>Socratic method of exploration</p> <p>Teacher observation</p> <p>Questions and answers</p> <p>Written response</p>	Ongoing, Quarter 3

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	<p>When people care for Earth, they also help endangered animals, such as giant pandas and tigers.</p> <p>Vocabulary: Weather Mountain Lake River Natural resource History</p>			
<p>PA Academic Standards: History 8.1.1. A. Demonstrate an understanding of chronology. 8.3.1. A. Identify Americans who played a significant role in American history. 8.3.1. C. Identify examples of change.</p> <p>PA Academic Standards: Geography 7.1.1. A. Identify geographic tools. 7.1.1. B. Describe places in geographic reference in physical features. 7.2.1. B. 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. 7.4.1. A. Describe how lakes, rivers, and streams impact people.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
This Is Our Country	<p>The first people to live in North America were Native Americans.</p> <p>Native Americans made many of the things they used.</p> <p>Christopher Columbus landed near North America in 1492. Later, the Pilgrims came from England to North America to be free.</p> <p>A history map shows places or routes from the past.</p> <p>The 13 colonies fought a war against England to be free.</p> <p>Our national symbols include the Statue of Liberty, the bald eagle, and the Liberty Bell.</p> <p>Our flag, a symbol of freedom, has undergone many changes.</p> <p>On national holidays, we honor important people or events in history.</p> <p>Abraham Lincoln, our 16th President, led our country during a war between the states.</p> <p>Citizens of our country vote to choose their leaders. These leaders help make</p>	<p><i>Social Studies: All Together</i></p> <p>Worksheets</p> <p>Unit 5 core vocabulary cards</p> <p>Flag</p>	<p>Socratic Method of exploration</p> <p>Teacher Observations</p> <p>Questions and Answers</p> <p>Written Response</p>	Ongoing, Quarter 3

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	<p>our laws.</p> <p>Eleanor Roosevelt worked for equal rights for all people.</p> <p>Vocabulary: Freedom Colony Holiday President Citizen Vote Capital</p>			
<p>PA Academic Standards: History</p> <p>8.1.1. C. Identify sources of historical information.</p> <p>8.2.1. A. Identify groups of people who contribute to a community.</p> <p>8.2.1. B. Identify symbols, slogans, or mottos that are representative of the state.</p> <p>8.2.1. C. Identify holiday and cultural celebrations in a community and why they are celebrated.</p> <p>8.3.1. A. Identify Americans who played a significant role in American history.</p> <p>8.3.1. C. Identify examples of change.</p> <p>8.4.1. A. Explain why cultures celebrate.</p> <p>8.4.1. C. Identify holidays and ceremonies of selected world cultures.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.1. F. Identify national symbols.</p> <p>PA Academic Standards: Geography</p> <p>7.1.1. A. Identify geographic tools.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Our Country, Our World	<p>A market is a place where goods are sold and services are provided.</p> <p>Gathering information is one way to learn about the lives and accomplishments of people long ago.</p> <p>Technological advances, such as computers and scanners, have changed the way people live and work.</p> <p>Many inventions help people communicate. These include the printing press; the telephone, invented by Alexander Graham Bell; and the phonograph, invented by Thomas Alva Edison.</p> <p>The telephone has gone through many changes since it was first invented.</p> <p>Land transportation has changed greatly over time.</p> <p>A bar graph helps people compare groups.</p> <p>Children around the world are different and alike.</p> <p>Vocabulary: Market</p>	<p><i>Social Studies: All Together</i></p> <p>Worksheets</p> <p>Unit 6 Core vocabulary cards</p>	<p>Socratic Method of exploration</p> <p>Teacher Observation</p> <p>Questions and Answers</p> <p>Written Responses</p>	<p>Ongoing, Quarter 4</p>

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	Communicate Invention Inventor World			
<p>PA Academic Standards: History 8.3.1. A. Identify Americans who played a significant role in American history. 8.3.1. C. Identify examples of change</p> <p>PA Academic Standards: Geography 7.1.1. B. Describe places in geographic reference in physical features. 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.</p> <p>PA Academic Standards: Economics 6.2.1. A. Identify goods, consumers, and producers. 6.3.1.A. Identify examples of goods and services.</p>				

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Time for School	<ul style="list-style-type: none"> • Preferential Seating • Manipulatives • Visual Aids • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses <p>Suggested Time: Ongoing, Quarter 1, as specified in the curriculum with additional time as needed per student</p>
In My Community	<ul style="list-style-type: none"> • Preferential Seating • Manipulatives • Visual Aids • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses <p>Suggested Time: Ongoing, Quarter 2, as specified in the curriculum with additional time as needed per student</p>
Work! Work! Work!	<ul style="list-style-type: none"> • Preferential Seating • Manipulatives • Visual Aids • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses <p>Suggested Time: Ongoing, Quarter 2, as specified in the curriculum with additional time as needed per student</p>
Our Earth, Our Resources	<ul style="list-style-type: none"> • Preferential Seating • Manipulatives • Visual Aids • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses <p>Suggested Time: Ongoing, Quarter 3, as specified in the curriculum with additional time as needed per student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
This Is Our Country	<ul style="list-style-type: none"> • Preferential Seating • Manipulatives • Visual Aids • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses <p>Suggested Time: Ongoing, Quarter 3, as specified in the curriculum with additional time as needed per student</p>
Our Country, Our World	<ul style="list-style-type: none"> • Preferential Seating • Manipulatives • Visual Aids • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> • Modifications to assessments including but not limited to accepting oral/spoken responses in lieu of written responses <p>Suggested Time: Ongoing, Quarter 4, as specified in the curriculum with additional time as needed per student</p>