

1st Grade Social Studies Scope and Sequence Palisades School District

Unit Title: My Community In and Outside of School (starting with a 2 week unit on school wide expectations and being a citizen of the school and classroom community)

3 weeks- Jobs in the community- what are some jobs in our community, why are jobs important, why do people have jobs, what role does money play in the community

3 weeks- needs and wants, goods and services, producers and consumers- what are these and why are they important, especially as it relates to jobs

Culminating project

Length of Unit: 9 weeks- times are approximate

PA Academic Standards	Essential Understandings	Guiding Questions	Critical Content Students will know...	Key Skills Students will be able to...
5 5.1 5.2 5.3 5.4	<u>Civics and Government</u>	<ul style="list-style-type: none"> ● Why is it important to have rules? ● Why should you be a good citizen and care about others? 	<ul style="list-style-type: none"> ● The classroom and school community rules based on school wide expectations. ● Why you need to be a good citizen of the school and classroom community 	<ul style="list-style-type: none"> ● Share and demonstrate the school wide expectations in all areas
6 6.1 6.2 6.3 6.4 6.5	<u>Economics</u>	<ul style="list-style-type: none"> ● How do people provide for their needs and wants? ● Why do people have jobs? ● Why do we have money? 	<ul style="list-style-type: none"> ● What is a need and what is a want ● What is the difference between goods and services ● What is meant by producers and consumers ● How do people earn money in our community ● What jobs do we have in our school 	<ul style="list-style-type: none"> ● Identify and distinguish between needs and wants ● Understand that advertisements make you feel you need something- when it is really a want ● Identify and distinguish between goods and services ● Identify and distinguish between consumers

			community and outside of our school community <ul style="list-style-type: none"> • Why jobs are important 	and producers <ul style="list-style-type: none"> • Provide examples of jobs in our community and community helpers • Explain that having a job is how people earn money •
7	<u>Geography</u>	•	•	•
8 8.2- Groups of people contribute to a community	<u>History</u>	<ul style="list-style-type: none"> • How does everyone play a part in making the community? 	<ul style="list-style-type: none"> • Everyone in the community is important • Everyone needs to work together to support the community 	<ul style="list-style-type: none"> • Explain how different groups (jobs) all work together to make a community

Culminating Performance Task

Purpose/Description: What will we assess? Why?

We will be assessing the understanding of different jobs, why people have jobs, what jobs do for the community. This ties into first grade social studies standards for economics.

Engaging Scenario: Job Day at school

Procedures:

- As a culminating activity the students will choose a job from the community.
- They will come in dressed for that job and present about their job using the guiding questions attached to this document
- The guiding questions can be done in school or at home
- If the students do not want to present in person, they can create a video, but can still come in dressed for job day
- As a virtual option- students can create videos to share and complete the project online

Guiding Questions for Project:

<https://docs.google.com/document/d/1gfp9nx5S0YANthJaxYGvbOrN1HJBRk4roFrLTNnY4JM/edit?usp=sharing>

Materials Needed:

- Guiding questions document
- Project description for home
- Home support for creating outfit

Scoring Rubric

4- exceeds expectations	3- meets expectations	2- working toward expectations	1- more time and practice needed
Student added extra details to their answers.	Student answered all the questions thoroughly.	Student misunderstood questions or did not answer all questions.	Student did not answer any questions.
Student presented their project dressed for job day.	Student presented their project dressed for job day.	Student presented their project dressed for job day.	Student did not complete a presentation.
Standards <ul style="list-style-type: none"> • Examples of goods/services (6.3) • Specialization of work in community (6.4) 			

Resources

<https://www.youtube.com/watch?v=PAbBd0UjPzE>- video clip on producers and consumers

<https://www.youtube.com/watch?v=Jd4kD9TicbA>- video on goods and services

<https://www.youtube.com/watch?v=dTx-co3t71E&t=60s>- video on producers and consumers

Library Books

Work and Play- E MEL (SPR)

We Use Tools All Day- EN621.9 BAL (SPR)

Neighborhood Helpers- 307.3 GIL (SPR, DN)

Who's Who in a Community? -307.3 MIL (DN)

Other Formative Assessments/Project ideas-

- Create a collage using magazine pictures of needs and wants- demonstrating an understanding of needs vs. wants
- \$\$ for jobs project- students will earn \$\$ for classroom jobs throughout the unit that they can exchange at a "store" at the end of the unit.
- Different sorts- needs and wants, goods and services, producer and consumer, types of jobs

- Make an advertisement poster for a want item
- Make a jobs riddle book- have each child write and create a riddle for a job in the community and answer their riddle

Unit Title: Communities: Similarities and Differences and Maps

Length of Unit: 9 weeks - times are approximate

3 weeks- Maps, compass rose, map skills, continents, oceans- where are we in the world

5 weeks- three different types of communities- what makes a community, physical and man-made features. Compare and contrast different communities, how have communities changed over time, our schools and our community (Palisades)- what type do we live in and how do we know
Culminating project

PA Academic	Essential Understandings	Guiding Questions	Critical Content	Key Skills
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Standards			Students will know...	Students will be able to...
5	<u>Civics and Government</u>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
6	<u>Economics</u>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
7 7.1- Geographic Literacy (Map Skills) 7.2- Physical Characteristics of Places 7.3- Human Characteristics of Places	<u>Geography</u>	<ul style="list-style-type: none"> • How are communities the same and how are they different? • How does the geography of a community affect the people who live in the community? • How do people affect the community? • Why are there different types of communities? 	<ul style="list-style-type: none"> • The physical features of our community (Palisades) • The similarities and differences between urban, suburban, and rural communities.- looking at communities across Bucks County • Where our community is on a map (finding Bucks County on a PA Map and finding Palisades on a Bucks County Map) • What type of community we live in • Use a compass rose (4 cardinal directions) and map key to find places on a map • Identify the 7 continents and 5 oceans on a world map 	<ul style="list-style-type: none"> • Describe the similarities and differences between urban, rural, and suburban communities • Explain what type of community we live in and how they know • Identify places and geographic features on a map • Using a world map, identify the 7 continents and 5 oceans. Find North America, the United States, PA on a map. • Find Bucks County and Palisades on a PA map • Use the 4 main cardinal directions and simple map keys
8 8.1-Historical	<u>History</u>	<ul style="list-style-type: none"> • How has our community changed over time? 	<ul style="list-style-type: none"> • Our community and schools have 	<ul style="list-style-type: none"> • Identify how school has changed over time

Skill Development 8.2- PA History		<ul style="list-style-type: none"> • How have our schools changed over time? 	changed over time.	<ul style="list-style-type: none"> • Identify how our community outside of school has changed over time • Identify how different types of communities have changed ie... how have cities grown or how have towns grown.
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Culminating Performance Task

Purpose/Description: What will we assess? Why?

- We will be assessing understanding of different types of communities and the similarities and differences between the communities-

Engaging Scenario: Creating a community out of recycled materials

Procedures:

- After learning about the similarities and differences between urban, suburban, and rural communities, the students will break into groups. Each group will create one type of community- urban, suburban or rural
- In the groups, each student will be responsible for creating one piece for the community- a house, a barn, a skyscraper, stores, etc.
- Then they will work as a team to put the pieces together and create a representation of their type of community. They will label the community and display it in the school.

Materials Needed: recycled materials collected from home- cardboard, egg cartons, string, boxes, tape, empty milk jugs

Scoring Rubric

4- exceeds expectations	3- meets expectations	2- working toward expectations	1- more time and practice needed
Student created their part, contributing to the group, and supported others in the group	Student created their part of the assigned community, contributing to the group project	Student misunderstood and created something that did not fit into the assigned community	Student did not create their part of the project
Student could explain how their piece fit in the community without teacher prompting	Student could explain how their piece fit in the community with or without some teacher prompting	Student could explain how their piece fit in the community, but needed multiple prompts	Student could not explain how their piece fit in the community even with prompting
Standards <ul style="list-style-type: none"> Physical characteristics in community and region (7.2) Examples of goods/services (6.3) 			
Teacher may ask the question- how does your piece fit in the community- this does not count as a prompt			
*** alternate culminating project- create the community out of construction paper and label the parts instead of building out of recyclables***			

<p>Resources</p> <p>https://www.nationalgeographic.org/maps/community-map/- mapping activity for communities</p> <p>https://www.nationalgeographic.org/maps/neighborhood-map/- mapping activity for neighborhoods</p> <p>https://www.nationalgeographic.org/activity/sun-earth-and-cardinal-directions/- teaching cardinal directions</p> <p>https://www.scholastic.com/teachers/teaching-tools/articles/lessons/fun-ways-explore-communities-urban-rural-suburban.html- ideas for types of communities</p> <p>https://www.youtube.com/watch?v=NR7z9FbUf5k- video on three types of communities</p> <p>https://www.youtube.com/watch?v=rCYERpZ4Ujc- video on the seven continents</p> <p>https://www.youtube.com/watch?v=fqsCWZtZik4- song to help remember the seven continents</p> <p>https://www.youtube.com/watch?v=21keh7LS8K8- Me on the Map read aloud</p> <p>https://www.youtube.com/watch?v=YRxNQPmj1-8&t=1s- video on urban, suburban, and rural communities</p> <p>https://www.youtube.com/watch?v=zEvWGYgmaTE- video on how communities change</p> <p>Big Book on Communities</p>

Library Books:

Communities - EN 307 TRU (DN)

The World's Most Amazing Skyscrapers -720 HUR- (TN)

Other Formative Assessment/Project ideas-

- Create a flag with a symbol for your school
- Create a simple timeline of history of the school or township(done as a whole group)- our district website has some history for each school and the district
- Contact the MS watershed program to talk about water in our community???
- Me on the Map- where am I? - read or listen to the book and complete an activity showing where we are in the world
- Create a map- choose a place that you know well and create a map to show others- include a map key
- Create a venn diagram of either my community or my school then and now.