

School District of Springfield Township

Subject: Social Studies

GRADE LEVEL: FIRST GRADE		
UNIT NUMBER: #1	UNIT TITLE: ME ON THE MAP	UNIT LENGTH: 2 WEEKS
ESSENTIAL QUESTION: WHERE IN THE WORLD DO I LIVE?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
A globe is a model of the earth/world and a map is a flat representation of the earth/world.	Globes and maps can be used to find a location in the world. The equator goes around the middle of the globe or through the center of the world map. The north and south poles are at the top and bottom of the globe and the top and bottom of the world map.	Observe a globe and various maps of the world (rug, placemat maps, large class map, Google maps, etc.) Locate the equator on a globe and on a world map. Locate the north and south poles on a globe and on a world map.
Cardinal directions are used to find places on a map or globe.	Cardinal directions are north, south, east, and west. Cardinal directions can be used to find places on a globe, map, or even in a room. A compass rose, showing cardinal directions, is found on a map.	Label the classroom with signs for the cardinal directions. Find locations on a globe and a map using cardinal directions. Write the cardinal directions on a map of the world. Make a compass rose and use it to move in a cardinal directions activity.
There are seven continents.	The seven continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica.	Find and identify the seven continents on a globe and a world map. Learn the names of the continents by singing a song. Label the continents on a map of the world.
There are four oceans.	The four oceans are Atlantic Ocean, Pacific Ocean, Indian Ocean, and Arctic Ocean.	Find and identify the four oceans on a globe and a world map. Learn the names of the oceans by singing

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		a song. Label the oceans on a map of the world.
Our country, the United States of America, is on the continent of North America.	The United States of America along with Canada, Mexico and Central America are on the continent of North America.	Find and identify the United States of America on a world map. Find and identify the other countries in North America. Label and color the United States of America on a map of North America.
Our state is Pennsylvania.	Pennsylvania is on the eastern side of the United States of America. Philadelphia is on the eastern side of Pennsylvania.	Find and identify Pennsylvania on a map of the United States of America. Find and identify Philadelphia on a map of the United States of America.
There are different landforms in the United States of America.	The United States of America has different landforms. Landforms are mountains, lakes, rivers, plains, forests, and deserts. Landforms can be shown on maps with symbols and map keys.	Identify a map key. Use a map key to find landforms on a map of the United States of America. Optional: Create a map with a map key.

KEY Vocabulary: map, globe, world, country, state, equator, north pole, south pole, cardinal directions (north, south, east, west), compass rose, continent, ocean, North America, South America, Europe, Asia, Africa, Australia, and Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean and Arctic Ocean, United States, Pennsylvania, Philadelphia, landforms, symbols, map key, mountains, lakes, rivers, plains, forests, deserts, islands, Canada, Mexico, Central America.

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
7.1	Basic geography literacy
7.2	Physical characteristics of places and regions

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Assessment of unit: teacher observations, classroom discussion, class activity sheets, student participation

Resources for unit: maps; globes; *The Seven Continents*, by Will Mara; CD "Sing to Learn", by Dr. Jean; *The Four Oceans*, by Will Mara; *Me on the Map*, by Joan Sweeney; *Looking at Landforms*, by Ellen Mitten; *Waterways*, by Ellen Mitten; *Counting the Continents*, by Ellen Mitten; *Maps are Flat, Globes are Round*, by Meg Greve; *Keys and Symbols on Maps*, by Meg Greve; *North, South, East and West*, by Meg Greve

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Lessons - #1 Me On The Map

Course Name: Social Studies

Grade Level: 1

Unit Title: Me on The Map

Unit Length: 2 weeks

Unit Essential Question: Where in the world do I live?

Lesson Title: Globes and Maps

Lesson Key Vocabulary: *globe, map, world, equator, north pole, south pole*

Know:

- A globe is a model of the earth/world.
- A map is a flat representation of the earth/world.

Understand:

- Globes and maps can be used to find a location in the world.
- The equator goes around the middle of the globe or through the center of the world map.
- North and south poles are at the top and bottom of the globe and the top and bottom of the world map.

Do:

- Observe a globe and various maps of the world (rug, placemat maps, large class map, google maps, etc.)
- Locate the equator on a globe and on a world map
- Locate the north and south poles on a globe and on a world map

Learning Activities:

- Hands on observation of classroom globe and inflatable globe
- Observation of various world maps
- Active participation in finding equator, and north and south poles on globes and maps
- Compare a globe and map by making a class Venn diagram

Formative Assessments: Teacher observation

Resources: *Maps are Flat, Globes are Round*, by Meg Greve

Globe, large map of the world, world rug, placemat maps, Google maps

Chart paper

Lesson Title: Cardinal Directions

Lesson Key Vocabulary: *north, south, east, west, compass rose*

Know:

- Cardinal directions are used to find places on a map or globe.

Understand:

- Cardinal directions are north, south, east, and west.
- Cardinal directions can be used to find places on a globe, map, or even in a room.
- A compass rose, showing cardinal directions, is found on a map.

Do:

- Label the classroom with signs for the cardinal directions
- Make a compass rose and use it to move in cardinal directions activity
- Write the cardinal directions on a map of the world

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- Find locations on a globe and a map using cardinal directions

Learning Activities:

- Observe and use a real compass to locate N, S, E, W in the classroom
- Make a paper compass and use it to play a direction game
- Label the four cardinal directions on a world map and use them to find different locations in the world

Formative Assessments: Teacher observation, student work and participation

Resources: *North, South, East and West*, by Meg Greve

Cardinal directions typed in large font on cardstock
Globe, world map, world map student activity sheet
Paper plates, art supplies
Real compass

Lesson Title: Continents

Lesson Key Vocabulary: *continents, North America, South America, Europe, Asia, Africa, Australia, Antarctica*

Know:

- There are seven continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica.

Do:

- Find and identify the seven continents on a globe and a world map
- Learn the names of the continents by singing a song and playing a game
- Label the continents on a map of the world

Learning Activities:

- Listen to and discuss the book, *The Seven Continents*
- Observe and identify the 7 continents on a globe and a world map
- Listen to and sing a song about the 7 continents from the CD, "*Sing to Learn*"
- Play "*Name That Continent*" with an inflatable globe
- Complete student activity sheet to label continents

Formative Assessments: Teacher observation, student work and participation

Resources: *The Seven Continents*, by Will Mara

CD, "*Sing to Learn*" by Dr. Jean
Counting the Continents, by Eileen Mitten
Globe, world map, inflatable globe, activity sheet

Lesson Title: Oceans

Lesson Key Vocabulary: *oceans, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean*

Know:

- There are four oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, and Arctic Ocean.

Do:

- Find and identify the four oceans on a globe and a world map
- Learn the names of the oceans by singing a song
- Label the oceans on a map of the world

Learning Activities:

- Listen to and discuss the book, *The Four Oceans*
- Observe and identify 4 oceans on a globe and a world map

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- Listen to and sing a song about the 4 oceans from the CD, “*Sing to Learn*”
- Complete student activity sheet to label oceans

Formative Assessments: Teacher observation, student work and participation

Resources: *The Four Oceans*, by Will Mara
CD, “*Sing to Learn*” by Dr. Jean
Globe, world map, activity sheet

Lesson Title: The United States of America

Lesson Key Vocabulary: *continent, North America, United States of America, Canada, Mexico, Central America*

Know:

- The United States of America is on the continent of North America.

Understand:

- The United States of America, along with Canada, Mexico, and Central America, are on the continent of North America

Do:

- Find and identify the United States of America on a world map
- Find and identify the other countries of North America
- Label and color the United States of America on a map of North America

Learning Activities:

- Locate the USA on a globe and world map
- Locate neighboring countries on a globe and world map
- Complete student activity sheet
- *Center activity-Put together floor puzzle map of the United States
- Optional Lesson Extension* Listen to and discuss *Me on the Map*
 - Compare locations in story to locations of students in the classroom

Formative Assessments: Teacher observation, student work and participation

Resources: *Me on the Map*, by Joan Sweeney
Globe, world map, activity sheet, United States floor puzzle

Lesson Title: Pennsylvania

Lesson Key Vocabulary: *state, Pennsylvania, Philadelphia*

Know:

- Our state is Pennsylvania.

Understand:

- Pennsylvania is on the eastern side of the United States of America.
- Philadelphia is on the eastern side of Pennsylvania.

Do:

- Find and identify Pennsylvania on a map of the United States of America
- Label and color Pennsylvania on a map of the United States
- Find and identify Philadelphia on a map of the United States
- Label city of Philadelphia in Pennsylvania and map of United States

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Learning Activities:

- Locate the state of Pennsylvania on a map of the United States
- Complete student activity sheet to label and color Pennsylvania and Philadelphia

Formative Assessments: Teacher observation, student work and participation

Resources: United States map, student activity sheet

Lesson Title: Landforms on maps

Lesson Key Vocabulary: *landforms, mountains, lakes, rivers, plains, forests, deserts, symbols, map key*

Know:

- There are different landforms in the United States of America.
- Map keys with symbols are used to show landforms on a map.

Understand:

- The United States of America has different landforms.
- Landforms are mountains, lakes, rivers, plains, forests, and deserts.
- Landforms can be shown on maps with symbols and map keys.

Do:

- Identify a map key
- Identify symbols on a map and map key
- Use a map key to find landforms on a map of the United States of America
- Create a map with a map key

Learning Activities:

- Complete activity sheet on map symbols
- Color and label landforms on a map of the United states of America
- Optional* Create own map demonstrating use of symbols, a map key, and a compass rose

Resources:

Looking at Landforms, by Ellen Mitten

Waterways, by Ellen Mitten

Key and Symbols on Maps, by Meg Greve

Student activity sheet, drawing paper, crayons

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Subject: Social Studies

GRADE LEVEL: FIRST GRADE

UNIT NUMBER: # 2

UNIT TITLE: OUR PAST - CELEBRATE OUR FREEDOM

UNIT LENGTH: 2-3 WEEKS

ESSENTIAL QUESTION: WHAT HISTORICAL EVENTS AND PEOPLE HAVE HELPED OUR COUNTRY DEVELOP?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO

KNOW:	UNDERSTAND:	DO:
National holidays celebrate important events in history.	Holidays to be taught and discussed on or near the dates of these holidays.	
	On Constitution Day, September 17, we celebrate the rules and the rights of our nation.	Discover through literature, how and why the Constitution of the United States was written (book and <i>Weekly Reader</i>). Identify through literature, the words of the Preamble of the Constitution of the United States. Develop a list of classroom rules.
	On Martin Luther King Day, January 15, we honor Dr. King and the equality of all people.	Discover through literature, how Dr. King made a difference in our world, <i>Weekly Reader</i> and website/Bookflix. Read a poem about Dr. King and illustrate what the poem is saying. Write a dream or wish to make the world a better place.
	On Presidents' Day, 3 rd Monday in February, we celebrate George Washington and Abraham Lincoln as important presidents.	View a presidential chart and discover the number of presidents who served our country. Identify George Washington as the first president and Abraham Lincoln as the 16 th .

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		<p>Discover through literature, information about George Washington and Abraham Lincoln.</p> <p>Compare and contrast facts about Washington and Lincoln through a game-like activity.</p> <p>Optional activity: make a Venn diagram.</p>
	<p>On Memorial Day, last Monday of May, we honor and remember those who have served our country in the armed forces.</p>	<p>Discover through literature, why Memorial Day is a national holiday.</p> <p>Optional activity: Create a class art project --wreath of red, white, and blue hands.</p>
	<p>On the Fourth of July, we celebrate our independence or freedom from Great Britain.</p>	<p>Discover through literature, how the United States became a free country</p> <p>Make a class list of ways that families celebrate the fourth of July.</p>
<p>Individuals played an important role in the development of our country.</p>	<p>George Washington and Abraham Lincoln were important presidents in history.</p> <p>Martin Luther King, Jr. was an important leader for equal rights.</p> <p>Benjamin Franklin, Thomas Edison, and George Washington Carver were important inventors who contributed their ideas to the growth of our country.</p>	<p>See above (National Holidays) for George Washington, Abraham Lincoln, and Martin Luther King, Jr.</p> <p>Discover through literature that Benjamin Franklin was a scientist and inventor.</p> <p>Complete student activity sheet.</p> <p>Discover through literature that Thomas Edison was an inventor.</p> <p>Discover through literature that George Washington Carver was an inventor.</p>
<p>Our country has symbols and landmarks that identify our country.</p>	<p>The American flag is a symbol of our country.</p> <p>The bald eagle is an emblem of the nation.</p>	<p>Discover through literature how the flag and the liberty bell became symbols of our free country.</p>

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	<p>It symbolizes strength and freedom. The liberty bell is a symbol of freedom. The statue of liberty is a symbol of liberty. The Washington Monument is a landmark honoring President Washington. The Lincoln Memorial is a landmark honoring President Lincoln.</p>	<p>Complete an American symbols booklet. Complete a bald eagle glyph.</p>

KEY Vocabulary: *Fourth of July, Flag Day, Memorial Day, Presidents’ Day, Martin Luther King Day, George Washington, Abraham Lincoln, Martin Luther King, Jr., Betsy Ross, Benjamin Franklin, Thomas Edison, George Washington Carver, American flag, bald eagle, liberty bell, liberty, freedom, statue of liberty, symbol, landmark, Washington Monument, Lincoln Memorial, symbol, history, armed forces, Constitution, Declaration of Independence, equality, invention, scientist, inventor*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
8.1	Historical analysis and skills development
8.2	PA history
8.3	US history

Assessment of unit: teacher observation, classroom discussion, class activity sheets, student participation

Resources for unit: *Constitution Day*, by Robin Nelson; *We the Kids*, by David Catrow; *Happy Birthday, Martin Luther King*, by Jean Marzollo; www.archives.com/exhibits/charters, *Weekly Reader*; Poem-“A Dream Can Come True”, by Cynthia Cappetta; www.bookflix.com (people and places- book: *Martin’s Big Words*, by Doreen Rappaport); *Just like Abraham Lincoln*, by Bernard Waber; *A Picture Book of George Washington*, by David Adler; presidents chart; *Memorial Day*, by Helen Frost; *Independence Day*, by Helen Frost; *Now and Ben*, by Gene Barretta; *A Wizard from the Start*, by Don Brown; *George Washington Carver: Planting Ideas*, by Jennifer Kroll; *The Flag We Love*, by Pam Munoz Ryan; *Saving the Liberty Bell*, by Megan McDonald

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Lessons - #2 Our Past- Celebrate Our Freedom

Course Name: Social Studies

Grade Level: 1

Unit Title: Our Past- Celebrate Our Freedom

Unit Length: 2-3 weeks (1 day/holiday)

Unit Essential Question: Which historical events and people have helped our country develop?

Lesson Title: National Holidays

Know: How individuals contributed to the development of our country

Lesson Key Vocabulary: *Constitution rights, rules, Preamble*

Understand: On Constitution Day, we celebrate the rules and the rights of our country.

Do:

- Discover how and why the Constitution of the United States was written
- Paraphrase the words of the Preamble to the Constitution of the United States
- Develop a list of classroom rules

Learning Activities:

- Listen to and discuss, *Constitution Day*
- Listen to and discuss, *We the Kids*
- View a copy of the Constitution
- Create a list of classroom rules/rights

Formative Assessments: Teacher observation and student work

Resources: *Constitution Day*, by Robin Nelson

We the Kids, by David Catrow

www.archives.com/exhibits/charters

Chart paper, markers, computer, internet, ELMO

Lesson Key Vocabulary: *Martin Luther King, Jr., equality, dream*

Understand: On Martin Luther King, Jr. Day, we honor Dr. King and his quest for the equality of all people.

Do:

- Discover through literature how Dr. King made a difference in our world (*Weekly Reader* and website/Bookflix).
- Read and illustrate the poem, "A Dream Can Come True"

Learning Activities:

- Listen to and discuss, *Happy Birthday, Martin Luther King*.
- View on the internet (Bookflix) the story, *Martin's Big Words*
- Write own dream/wish to make the world a better place

Formative Assessments: Teacher observation and student work

Resources: *Happy Birthday, Martin Luther King*, by Jean Marzollo

Weekly Reader Poem "A Dream Can Come True", by Cynthia Cappetta

www.bookflix.com (people and place book: *Martin's Big Words*, by Doreen Rappaport)

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Lesson Key Vocabulary: *president, George Washington, Abraham Lincoln*

Understand: On Presidents' Day, we celebrate George Washington and Abraham Lincoln as important presidents.

Do:

- Discover the number of presidents who have served our country
- Identify George Washington as the 1st president and Abraham Lincoln as the 16th
- Discover through literature information about George Washington and Abraham Lincoln
- Compare and contrast facts about Washington and Lincoln

Learning Activities:

- View a presidential chart; count, and identify presidents children know
- Listen to and discuss, *A Picture Book of George Washington*
- Listen to and discuss, *Abe Lincoln's Hat*
- Participate in a game-like activity, with student-made handheld paddles, to identify facts about Washington and Lincoln
- Optional* Complete a Venn diagram comparing and contrasting Washington and Lincoln

Formative Assessments: Teacher observation and student work

Resources: *A Picture Book of George Washington*, by David Adler

Abe Lincoln's Hat, by Martha Brenner

Presidents' chart

Small paper plates, pictures of Washington and Lincoln, popsicle sticks, large white construction paper, activity sheets

Lesson Key Vocabulary: *Memorial Day, armed forces, army, navy, marines, air force, coast guard, veterans, wreath*

Understand: On Memorial Day, we honor and remember those who have served our country in the armed forces.

Do:

- Discover through literature why Memorial Day is a national holiday
- Create a class wreath art project

Learning Activities:

- Listen to and discuss *Memorial Day*
- Optional* Create class art project by making a large wreath of red, white, and blue hands

Formative Assessments: Teacher observation and student work

Resources: *Memorial Day*, by Helen Frost

Red, white and blue construction paper

Lesson Key Vocabulary: *independence, Great Britain, England, freedom, celebrate*

Understand: On the Fourth of July, we celebrate our independence from Great Britain.

Do:

- Discover through literature how the United States became a free country
- Make a class list of ways families celebrate the Fourth of July
- Create a poem about celebrating the Fourth of July

Learning Activities:

- Listen to and discuss *Independence Day*

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- Discuss and list on chart paper ways that families celebrate the Fourth of July

Formative Assessments: Teacher observation and student work

Resources: *Independence Day*, by Helen Frost

Chart paper

Cinquain poem template

Lesson Title: Important people in history

Lesson Key Vocabulary: *Benjamin Franklin, Thomas Edison, George Washington Carver, invention, scientist, inventor*

Know: Individuals played an important role in the development of our country.

Understand:

- Benjamin Franklin, Thomas Edison, and George Washington Carver were important inventors who contributed their ideas for the growth of our country.

Do:

- Create a class chart comparing three inventors in the unit: Benjamin Franklin, Thomas Edison, and George Washington Carver
- Discover through literature that Benjamin Franklin was a scientist and inventor
- Discover through literature that Thomas Edison was an inventor
- Discover through literature that George Washington Carver was an inventor

Learning Activities:

- Listen to and discuss *Now and Ben*
- Identify accomplishments of Franklin by completing activity sheet
- Listen to and discuss *A Wizard from the Start*
- Listen to and discuss *George Washington Carver: Planting Ideas*

Formative Assessments: Teacher observation, student participation, student work

Resources: *Now and Ben*, by Gene Barretta

A Wizard from the Start, by Don Brown

George Washington Carver: Planting Ideas, by Jennifer Kroll

Student activity sheet entitled: "Ben's Many Hats"

Chart paper

Lesson Title: National Symbols

Lesson Key Vocabulary: *American flag, bald eagle, liberty bell, statue of liberty, Washington Monument, Lincoln Memorial, symbol, liberty, freedom, symbol, landmark*

Know: Symbols and landmarks that identify our country

Understand:

- The American flag is a symbol of our country.
- The bald eagle is an emblem of the nation. It symbolizes freedom and strength.
- The Liberty Bell is a symbol of freedom.
- The Statue of Liberty is a symbol of liberty.
- The Washington Monument is a landmark honoring President Washington.
- The Lincoln Memorial is a landmark honoring President Lincoln.

Do:

- Discover through literature information about the Liberty Bell and the American flag

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Learning Activities:

- Listen to and discuss *The Flag We Love*
- Listen to and discuss *Saving the Liberty Bell*
- Make, read, and discuss an American symbols booklet
- Complete a bald eagle glyph

Formative Assessments: Teacher observation, student participation, student work

Resources: *The Flag We Love*, by Pam Munoz Ryan
Saving the Liberty Bell, by Megan McDonald
American symbols booklet pages
Bald eagle glyph template

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Subject: Social Studies

GRADE LEVEL: FIRST GRADE

UNIT NUMBER : #3

UNIT TITLE: Government /Rules and Laws/Citizenship

UNIT LENGTH: 3 WEEKS

ESSENTIAL QUESTION: What is government and why are rules and laws necessary?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO

KNOW:	UNDERSTAND:	DO:
Rules and laws are needed in schools and communities.	<p><i>A rule</i> is a guide for conduct or action. <i>A law</i> is a rule for the community. Rules and laws are needed to create a safe environment. Rules and laws can be similar or different in the home, school, and community. Laws are rules in the community.</p>	<p>Discover through literature the importance of following rules in school (<i>David Goes to School</i>). Act out classroom rules. Write a rule for the home, school, and community.</p>
When people follow rules and laws, they are showing good citizenship.	<p><i>Citizenship</i> is being a member of and supporting one's community. Good citizenship involves following rules and laws. Showing good citizenship involves helping others.</p>	<p>Identify through literature what a citizen is (<i>I Am a Good Citizen</i>). List ways to show good citizenship at home, in school, and in the community.</p>
What a government is and why it is needed	<p><i>Government</i> is an authority or power that makes rules to keep citizens safe. <i>Authority</i> refers to the people in charge. Government is made up of people who make rules/laws, explain the rules/laws, and enforce the rules/laws for the community.</p>	<p>Identify through literature, what government/authority is (<i>What Is Government?</i>). Create guided drawing of tree with 3 branches, leaves on the branches tell the jobs of that branch. Watch "School House Rock 3-Ring Government" on Youtube.com (3 minutes)</p>
Authority figures are leaders in the home, school, state, and country.	<p>Parents are the leaders in the home. Teachers, principals, and superintendent are the leaders in the school.</p>	<p>Participate in a guided discussion with role playing and problem solving about authority. ("What is Authority"? Packet)</p>

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	Governors and the president are elected leaders in a state and country.	Identify through literature leaders and their jobs. Superintendent's visit.
What a pledge is The purpose of saying the Pledge of Allegiance and its connection to the symbol of the flag The words to the Pledge of Allegiance	A pledge is a promise. The Pledge of Allegiance is recited to show good citizenship/appreciation of country. The words were chosen to show honor and respect for our country.	Discover that a pledge is a promise. Identify through literature the meaning of the words in the Pledge of Allegiance. Participate in reciting the pledge. Option: Teach the children the Pledge of Allegiance in sign language.

KEY Vocabulary: *rules, laws, community, citizen, citizenship, government, authority, teacher, principal, superintendent, governor, president, member, service, pledge, Pledge of allegiance, symbol, flag*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
5.1	Principles and documents of government
5.2	Rights and responsibilities of citizenship
5.3	How government works

Assessment of unit: teacher observation, classroom discussion, class activity sheets, student participation

Resources for unit: *David Goes to School*, by David Shannon; *Rules and Laws*, by Ann-Marie Kishel; *I Am a Good Citizen*, by Mary Ann Hoffman; *What Is Government?*, by Ann-Marie Kishel; *What Is Authority?* Packet; *My Teacher for President*, by Kay Winters; *I Pledge Allegiance*, by Bill Martin, Jr. and Michael Sampson

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Lessons - #3 Government/Citizenship/Rules and Laws

Course Name: Social Studies

Grade Level: 1

Unit Title: Government/Citizenship/Rules and Laws

Unit Length: 3 weeks

Unit Essential Question: What is government and why are rules and laws necessary?

Lesson Title: Rules and Laws

Lesson Key Vocabulary: *rules, laws, community*

Know: Rules and laws are needed in schools and communities.

Understand:

- A *rule* is a guide for conduct or action.
- A law is a rule for the community.
- Rules and laws are needed to create a safe environment.
- Rules and laws can be similar or different in the home, school, and community.
- Laws are rules in the community.

Do:

- Discover through literature the importance of following rules in school
- Act out classroom rules
- Write a rule for the home, school, and community
- Learning Activities:
- Listen to and discuss the book, *David Goes to School*
- Dramatization of classroom rules
- Write a rule for the home, school, and community

Formative Assessment: Teacher observation, student participation, student work

Resources: *David Goes to School*, by David Shannon

Rules and Laws, by Ann Marie Kishel

Copy of classroom rules on index cards

Foldable activity sheet to write rules

Lesson Title: Citizenship

Lesson Key Vocabulary: *citizen, citizenship, member, service*

Know:

- When people follow rules and laws, they are showing good citizenship.

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Understand:

- Citizenship is being a member of and supporting one's community.
- Good citizenship involves following rules.
- Showing good citizenship involves helping others.

Do:

- Identify through literature what a citizen is
- List ways to show good citizenship at home, in school, and in the community

Learning Activities:

- Listen to and discuss *I Am a Good Citizen*

Formative Assessment: Teacher observation, student participation, student work

Resources: *I Am a Good Citizenship*, by Mary Ann Hoffman

Lesson Title: Leaders/Government

Lesson Key Vocabulary: *teacher, principal, superintendent, governor, president*

Know:

- Authority figures are leaders in the home, school, state, and country
- What government is

Understand:

- Parents are the leaders in the home.
- Teachers, principals, and the superintendent are the leaders in the school.
- Governors and the president are elected leaders in a state and country.

Do:

- Identify through literature leaders and their jobs

Learning Activities:

- Read *My Teacher for President*
- Listen to and discuss *What Is Government?*
- Superintendent will visit and talk about her role as leader.

Formative Assessment: Teacher observation, student participation, student work

Resources: *My Teacher for President*, by Kay Winters

What Is Government?, by Ann-Marie Kishel

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Lesson Title: Pledge of Allegiance

Lesson Key Vocabulary: *pledge, Pledge of Allegiance, symbol, flag*

Know:

- What a pledge is
- The purpose of saying the Pledge of Allegiance and its connection to the symbol of the flag
- The words to the Pledge of Allegiance
- What the words to the Pledge of Allegiance mean

Understand:

- A pledge is a promise.
- The Pledge of Allegiance is recited to show good citizenship/appreciation of country.
- The words were chosen to show honor and respect for our country.

Do:

- Discover that a pledge is a promise
- Identify through literature the meaning of the words in the Pledge of Allegiance
- Participate in reciting the pledge
- Option* Teach the children the Pledge of Allegiance in sign language

Learning Activities:

- Listen to and discuss big book, *I Pledge Allegiance*
- Recite The Pledge of Allegiance daily to memorize
- Create own mini book with words and pictures

Formative Assessment: Teacher observation, student participation, student work

Resources: *I Pledge Allegiance*, by Bill Martin, Jr. and Michael Sampson

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Subject: Social Studies

GRADE LEVEL: FIRST GRADE		
UNIT NUMBER: #4	UNIT TITLE: OUR GLOBAL NEIGHBORS: MEXICO AND CANADA	UNIT LENGTH: 2/3 WEEKS
ESSENTIAL QUESTION: HOW ARE CANADA AND MEXICO SIMILAR AND DIFFERENT FROM THE UNITED STATES OF AMERICA?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:		
KNOW:	UNDERSTAND:	DO:
Location of Canada and Mexico on a globe and a map	Canada is our northern neighbor. Mexico is our southern neighbor.	Find and identify Canada and Mexico on a globe and map
Oceans that border Canada and Mexico	The Arctic, Pacific, and Atlantic Oceans border Canada. The Atlantic and Pacific Oceans border Mexico.	Find and identify the oceans that border Canada and Mexico
Canada and Mexico have their own flags.	Canada's flag is red and white with a maple leaf in the middle. Mexico's flag is green, white, and red with a seal (eagle in a cactus tree) in the middle.	Observe flags of Mexico and Canada Compare them to that of the USA Color flags of Canada and Mexico
Families in Canada and Mexico have similar and different characteristics compared to those in the USA.	Canadians speak French and English. Mexicans speak Spanish. Canadians use Canadian dollars and cents. Mexicans use pesos. Canadians celebrate Canada Day (day of independence) on July 1 st and Boxing Day (day of service) on December 26 th . Mexicans celebrate Mexican Independence Day (Sept. 15, 16) and Los Posadas (9 celebration of the Christmas holidays) beginning December 16 th .	Say hello and goodbye in French and Spanish. Identify Canadian and Mexican monies. Count to ten in French and Spanish. Read and discuss <i>A Look at Canada, Let's Go Canada, Spotlight on Canada, A Look at Mexico, Next Stop Mexico, Countries of the World: Mexico, Spotlight on Mexico, In Mexico.</i>

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KEY Vocabulary: *Canada, Mexico, north, south, east, west, country, continent, North American, Atlantic, Pacific, Arctic, ocean, border, mountain, forest, plains, tundra, desert, rain forest, coast, symbol, seal, maple leaf, eagle, cactus, French, English, Canadian dollar, city, rural, occupation, shelter, Canada Day, independence, Boxing Day, service, Spanish, pesos, Los Posadas.*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

7.1	Basic geography literacy
7.2	Physical characteristics of places and regions
7.3	Human characteristics of places and regions
7.4	Interactions between people and environment

Assessment of unit: teacher observation, classroom discussion, class activity sheets, student participation

Resources for unit: *A Look at Canada*, by Helen Frost; *Let's Go Canada*, by Ginger McDonnell; *Spotlight on Canada*, by Bobby Kalman; *A Look at Mexico*, by Helen Frost; *Next Stop Mexico*, by Ginger McDonnell; *Countries of the World: Mexico*, by Michael Dahl; *Spotlight on Mexico*, by Bobby Kalman; *In Mexico*, by Elena Mart

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Lessons - #4 Our Global Neighbors: Mexico and Canada

Unit Title: Our Global Neighbors: Mexico and Canada

Unit Length: 2-3 weeks

Unit Essential Question: How are Canada and Mexico similar to and different from the United States of America?

Lesson Title: Where are Canada and Mexico?

Lesson Key Vocabulary: *north, south, east, west, country, continent, North America, Atlantic, Arctic Oceans, borders*

Know:

- Location of Canada and Mexico on a globe and a map
- Oceans that border Canada and Mexico

Understand:

- Canada is our northern neighbor.
- Mexico is our southern neighbor.
- Arctic, Pacific, and Atlantic Oceans border Canada.
- Atlantic and Pacific Oceans border Mexico.

Do:

- Find and identify Canada and Mexico on a globe and map
- Find and identify the oceans that border Canada and Mexico

Learning Activity:

- Complete a map of North America

Formative Assessments: Student work

Resources: globe, map

Lesson Title: Flags

Lesson Key Vocabulary: *symbol, seal, maple leaf, eagle, cactus*

Know:

- Canada and Mexico have their own flags.

Understand:

- Canada's flag is red and white with a maple leaf in the middle.
- Mexico's flag is green, white, and red with a seal (eagle on a cactus tree) in the middle.

Do:

- Observe flags of Canada and Mexico and compare to the flag of the USA

Learning Activity:

- Color or create a flag of Canada
- Color or create a flag of Mexico

Formative Assessments: Student work

Resources: Flags of Canada and Mexico

Student flag worksheets or student created flags from construction paper

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Lesson Title: Family life in Canada

Lesson Key Vocabulary: *French, English, Canadian dollar*

Know:

- Canada has two official languages and its own money system.

Understand:

- Canadians speak French and English.
- Canadians use Canadian dollars and cents.

Do:

- Compare Canadian monies to American monies

Learning Activity:

- Count to 10 in French and learn to say hello and good bye

Formative Assessments: Teacher observation

Resources: *A Look at Canada*, by Helen Frost

Let's Go Canada, by Ginger McDonnell

Countries of the World: Canada, by Michael Dahl

Computer websites

Teacher language documents

Lesson Title: Holidays in Canada

Lesson Key Vocabulary: *Canada day, independence, Boxing Day, service*

Know:

- Canadians celebrate different holidays from those celebrated in the United States.

Understand:

- Canadians celebrate Canada Day (day of independence) on July 1st.
- Canadians celebrate Boxing Day (day of service) on December 26th.

Do:

- Read and discuss holidays
- Participate in a service project for Boxing Day
- Participate in a craft project for Canada Day

Learning Activity:

- Discuss the holidays: Boxing Day and Canada Day

Formative Assessments: Student work

Resources: *A Look at Canada*, by Helen Frost

Let's Go Canada, by Ginger McDonnell

Spotlight on Canada, by Bobby Kalman

Art supplies

Lesson Title: Family life in Mexico

Lesson Key Vocabulary: *Spanish, pesos*

Know:

- Mexicans speak a different language and Mexico has its own money system.

Understand:

- Mexicans speak Spanish.

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- Mexicans use pesos.

Do:

- Compare Mexican monies to United States monies

Learning Activity:

- Count to 10 in Spanish and learn to say hello and good bye

Formative Assessments: Teacher observation

Resources: *A Look at Mexico*, by Helen Frost

Next Stop Mexico, by Ginger McDonnell

Countries of the World: Mexico, by Michael Dahl

Spotlight on Mexico, by Bobby Kalman

In Mexico, by Elena Martin

Computer websites

Teacher language documents

Lesson Title: Holidays in Mexico

Lesson Key Vocabulary: *Cinco de Mayo, Los Posadas*

Know:

- Mexicans celebrate different holidays from those celebrated in the United States.

Understand:

- Mexicans celebrate Independence Day (September 15, 16).
- Mexicans celebrate Los Posadas (9 day celebration of the Christmas Holiday) beginning December 16th.

Do:

- Read and discuss holidays
- Participate in a craft project

Learning Activity:

- Discuss the holidays: Mexican Independence Day, Los Posadas, and Cinco de Mayo
- Optional* Art class: Create miniature piñata to celebrate Mexican culture

Formative Assessments: Student work and participation, teacher observation

Resources: *A Look at Mexico*, by Helen Frost

Next Stop Mexico, by Ginger McDonnell

Spotlight on Mexico, by Bobby Kalman

In Mexico, by Elena Martin

Countries of the World: Mexico, by Michael Dahl

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Subject: Social Studies

GRADE LEVEL: FIRST GRADE		
UNIT NUMBER: # 5	UNIT TITLE: ECONOMICS IN THE CLASSROOM	UNIT LENGTH: 2 WEEKS
ESSENTIAL QUESTION: HOW DO FAMILIES EARN, SPEND, AND SAVE?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
Difference between a want and a need	A <i>need</i> is something you <i>have</i> to have, something you can't do without. A <i>want</i> is something you <i>would like</i> to have; it is not absolutely necessary, but it would be a nice thing to have.	Identify and compare needs and wants Classify items as a need or want
Difference between a good and a service Goods and services are used to satisfy needs and wants	A <i>good</i> is something that you can use or consume; you buy a good with the idea that you will use it, either just once or over and over again. A <i>service</i> is something that someone does for you; you don't really get something solid but you do get something that you <i>need</i> .	Identify and compare goods and services Classify items as a good or a service Draw and label a picture of a good that is a need and a good that is a want Draw and label a picture of a service that is a need and a want that is a want
People buy, sell, and trade to get what they need and want	People need to depend on other people to get what they need and/or want; this is called <i>interdependence</i> . <i>Supply</i> is how much of something is available. <i>Demand</i> is how much of something people want. When demand is higher than supply, this is called <i>scarcity</i> . People need to make wise choices when buying, selling, and trading.	Discover through literature, the meaning of interdependence Discover through literature, the meaning of supply and demand and scarcity Discover through literature, the importance of making wise (economic and social) choices

KEY Vocabulary: *want, need, good, service, buy, sell, trade, interdependence, supply, demand, scarcity*

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WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

6.1	Scarcity and Choice
6.2	Markets and Economic Systems
6.4	Economic Interdependence

Assessment of unit: Teacher observations, classroom discussions, class activity sheets, student participation

Resources for unit: *Do I Need It or Do I Want It?*, by Jennifer Larson; "Families Have Needs" song; *A New Coat for Anna*, by Harriet Ziefert; *Grandpa's Corner Store*, by DyAnne DiSalvo-Ryan; *The Doorbell Rang*, by Pat Hutchins' *Sam and the Lucky Money*, by Karen Chinn

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Lessons - #5 Economics in the Classroom

Course Name: Social Studies

Grade Level: 1

Unit Title: Economics

Unit Length: 2 weeks

Unit Essential Question: How do families earn, spend, and save?

Lesson Title: Wants and Needs

Lesson Key Vocabulary: *wants, needs*

Know: Difference between a want and a need

Understand:

- A *need* is something you have to have, something you can't do without.
- A *want* is something you would *like* to have; it is not absolutely necessary, but it would be a nice thing to have.

Do:

- Identify and compare needs and wants
- Classify items as a need or want
- Draw and label own need and want

Learning Activities:

- Listen to and discuss the book, *Do I Need It or Do I Want It?*
- Learn and sing "Families Have Needs"
- Make a class T-chart listing needs

Formative Assessment: Teacher observation, student participation, student work

Resources: *Do I Need It or Do I Want It?*, by Jennifer Larson

"Families Have Needs" song

Chart paper

Lesson Title: Goods and Services

Lesson Key Vocabulary: *goods, services, needs, wants*

Know:

- Difference between a good and a service
- Goods and services are used to satisfy needs and wants.

Understand:

- A *good* is something that you can use or consume; you buy a good with the idea that you will use it, either just once or over and over again.
- A *service* is something that someone does for you; you don't really get something solid but you do get something you *need*.

Do:

- Identify and compare goods and services
- Classify items as a good or service
- Draw and label an example of a good and a service

Learning Activities:

- Listen to and discuss *A New Coat for Anna*
- Make a class T-chart listing goods and services
- Draw and label a picture of a good that is a need and one that is a want

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- Draw and label a picture of a service that is a need and one that is a want
- Optional Homework* Complete family goods and services survey

Formative Assessment: Teacher observation, student participation, student work

Resources: *A New Coat for Anna*, by Harriet Ziefert

Chart paper, drawing paper, graphic organizer survey

Web site with activities: *Show-Me Economics*

Lesson Title: Cycle of Buying and Selling, Scarcity, Economic Interdependence

Lesson Key Vocabulary: *buy, sell, interdependence, supply, demand, scarcity*

Know: People buy, sell, and trade to get what they need and want.

Understand:

- People need to depend on other people to get what they need and/or want; this is called *interdependence*.
- *Supply* is how much of something is available.
- *Demand* is how much of something people want.
- When demand is higher than supply this is called *scarcity*.
- People need to make wise choices when buying, selling, and trading.

Do:

- Discover the meaning of interdependence
- Write about own interdependence
- Discover through literature the meaning of supply and demand and scarcity
- Participate in supply/demand/scarcity dramatization
- Discover through literature the importance of making wise (economic and social) choices

Learning Activities:

- Listen to and discuss the book, *Grandpa's Corner Store*
- Listen to and discuss the book, *The Doorbell Rang*
- Listen to and discuss the book, *Sam and the Lucky Money*

Formative Assessment: Teacher observation, student participation, student work

Resources: *Grandpa's Corner Store*, by DyAnne DiSalvo-Ryan

The Doorbell Rang, by Pat Hutchins

Sam and the Lucky Money, by Karen Chinn

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Subject: Social Studies

UNIT NUMBER: #6	GRADE LEVEL: FIRST GRADE	UNIT TITLE: CURRENT EVENTS	UNIT LENGTH: ALL YEAR/WEEKLY
ESSENTIAL QUESTION: WHAT NEWS OR EVENTS ARE OCCURRING IN MY WORLD?			
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO: Explore nonfiction text and news stories to build general knowledge while increasing reading comprehension, vocabulary, and critical-thinking skills.			
KNOW:	UNDERSTAND:	DO:	

KEY Vocabulary: Depends on focus of *Weekly Reader*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	

Assessment of unit: teacher observation, classroom discussion, class activity sheets, student participation

Resources for unit: *Weekly Reader*