

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: **Social Studies**

Course Length: Full Year

Grade: **1st**

Date Last Approved: June 2015

### Stage 1: Desired Results

#### **Course Description and Purpose:**

In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography and history.

Students will explore the concept of citizenship and the role of the individual in a community. Students will also examine concepts related to economics, such needs versus wants, and consumers and producers. Students will also explore maps and globes as they learn basic map skills. History is explored through the examination of notable people, places and events in America's past, present and future.

#### **Enduring Understanding(s):**

1. Understand how rules and laws help us fulfill our responsibility of being a good citizen.
2. Identify the characteristics of a good citizen.
3. Compare and contrast needs and wants.
4. Distinguish between consumers and producers.
5. Inventors and entrepreneurs are important to the development and prosperity of our nation.
6. Describe a rural and/or urban community and determine which community you live in to understand your surroundings.
7. Analyze information from graphic representations to define location, place.
8. Create and design a timeline to help understand the sequence of events of the past, present and future and how it relates to us.
9. We can better understand American History by studying about important people, places and events.

#### **Essential Question(s):**

1. Why is it important to have rules and laws?
2. What are the characteristics of a good citizen?
3. What is the difference between a need and a want?
4. In what way are consumers and producers important in an economy?
5. How do inventors and entrepreneurs contribute to the economy?
6. How are rural and urban communities the same and different?
7. How do we use globes and maps to locate places on earth?
8. How do I use a chronological sequence of events to create and design a timeline?
9. How does knowing about historical people, places and events help us understand American History?

#### **Learning Targets:**

2. Students can evaluate geography to draw conclusions about the world. (Reasoning)
3. Students can evaluate economic policies and principles. (Reasoning)
4. Students can evaluate significant events within the course of history. (Skill / Reasoning)
6. Students can evaluate how laws and rules protect freedom. (Reasoning)

### Stage 2: Learning Plan

#### **I. Citizenship**

- A. Characteristics of a Good Citizen

**Standards:** C3 D2.Civ.7 - 10

**Learning Targets Addressed:** 6

- B. Rules and Laws
- C. Role and Definition of Government

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	* Whole group modeling of the Swallow Way * Writing and revising classroom rules * Classroom voting
Formative	reasoning	* Exit slips showing good citizenship and sentence explaining why
Summative	reasoning	* Selected response choosing who is showing good citizenship

**II. The American Economy**

- A. Needs and Wants
- B. Money
- C. Consumers and Producers
- D. Inventors and Entrepreneurs

**Standards:** C3 D2.Eco.1

**Learning Targets Addressed:** 3

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	* Identify the difference between a want and a need * Identify choices made when buying goods and services
Formative	reasoning	* Consumer exit slip * Wants and needs T-chart * Written response-money
Summative	reasoning	* Sort examples of wants and needs

**III. My Place on the Earth**

- A. Community
- B. Rural Versus Urban Communities
- C. Continents and Oceans

**Standards:** C3 D2.Geo.1 and 2

**Learning Targets Addressed:** 2

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	* Identify my role within a community * Identify geographic features * Identify places on a map
Formative	reasoning	* T-chart comparing communities past and present * Draw a map of classroom/school * Exit slip comparing and contrasting traditions
Summative	reasoning	* Sort community members (family, school, city) * Fill in a map and add a key

**IV. Important Historical People, Places and Events**

- A. People
- B. Places
- C. Events

**Standards:** C3-D2. His.2.1-3

**Learning Targets Addressed:** 4

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	* Read and discuss the stories of American leaders and their contributions to our country * Read and learn about families and holiday traditions
Formative	reasoning	* Famous people exit slips
Summative	reasoning	* Match famous person to their contribution * Create a timeline of important events in their life * Compare and contrast family and holiday traditions