

**Trinity Area School District
Social Studies Curriculum Map**

Course: Social Studies Grade: 1	Overview of Course People work together to make a difference in our world.		
Overarching Big Ideas, Enduring Understandings, and Essential Questions			
Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Civics and Government</i>	Learning to be a good citizen helps one contribute to society in a meaningful way.	The students will:	
Principles and Documents of Government			
Rule of Law	5.1 1.A Explain the purposes of rules in the classroom and school community	<ul style="list-style-type: none"> • Demonstrate knowledge of the rules in all areas of the classroom and school community. • Accept consequence for non-adherence to the posted rules. 	<ul style="list-style-type: none"> • What are the classroom and school rules we need to follow? • Why do we have classroom and school rules? • What are the consequences if you do not follow a classroom/ school rule?
Laws and Government	5.1.1.B Explain the importance of rules in the classroom	<ul style="list-style-type: none"> • Contribute to creating classroom rules and consequences. • Demonstrate respect for the rules. 	<ul style="list-style-type: none"> • What are the classroom rules? • Why do we have classroom and school rules? • What are the consequences if you do not follow a classroom/ school rule? • How do I know if I am following the rules? • What would be the effect if we didn't have rules?
Principles and Ideals that Shape Government	5.1.1.C Define equality and the need to treat everyone equally.	<ul style="list-style-type: none"> • Identify similarities between self and others. 	<ul style="list-style-type: none"> • How am I like one my friends? • How am I different from my friends?

		<ul style="list-style-type: none"> Engage in positive interactions with peers. Brainstorm ways to treat everyone equally. 	<ul style="list-style-type: none"> How can I get along with my friends? Why is it important to treat everyone fairly and equally? Why is it important that everyone follow the same rules?
Documents and Ideals that Shape Pennsylvania and U.S. Government	5.1.1.D Explain the importance of written rules and laws.	<ul style="list-style-type: none"> Refer to written, posted rules as part of community interactions. Contribute to making the classroom rules. 	<ul style="list-style-type: none"> How do rules ensure a safe society in the home, school, and community? What rules should we follow in the classroom?
Individual Rights	5.1.1.E Describe students' responsibilities in the school and the community.	<ul style="list-style-type: none"> Contribute to a positive learning environment through action. Demonstrate ability to keep own belongings in order. Complete jobs and responsibilities in the classroom with independence. Respect others' personal belongings. Identify classroom and community responsibilities. 	<ul style="list-style-type: none"> How can I be a good citizen in the classroom? Where do my school materials belong? What is my classroom job? What do I do to complete my job? What are my responsibilities in the classroom? How do I show respect to others' property?
Symbols	5.1.1.F Identify national symbols.	<ul style="list-style-type: none"> Identify images, pictures, songs, poems, or items that are symbols of America. (e.g., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving) 	<ul style="list-style-type: none"> What are some of our national symbols, building, and statues? What are national songs we sing? What is the Pledge of Allegiance? Why do we say it?
Rights and Responsibilities of Citizenship			
Civic Rights and Responsibilities	5.2.1.A Identify and explain the importance of responsibilities at school and at home.	<ul style="list-style-type: none"> Demonstrate appropriate actions that support classroom responsibility. Demonstrate appropriate actions for learning. 	<ul style="list-style-type: none"> What is my role in the classroom community? How should I act in the classroom so my peers and I can do our best work?
Conflict and Resolution	5.2.1.B Identify a problem and attempt to solve with adult or peer assistance.	<ul style="list-style-type: none"> Identify characteristics of a problem. State a problem. 	<ul style="list-style-type: none"> What is a problem? What are fair ways to solve a

		<ul style="list-style-type: none"> • State the cause of a problem. • Suggest solutions for a problem. • Attempt to solve a problem until there is a solution. 	problem?
Leadership and Public Service	5.2.1.C Identify school projects/ activities that support leadership and public service.	<ul style="list-style-type: none"> • Demonstrate actions which assist others when needed. • Interact positively with peers. • Demonstrate acceptance of others' leadership roles. • Brainstorm activities that involve leadership and service 	<ul style="list-style-type: none"> • How can I help others in the classroom and school? • How can I show respect to the leaders in our classroom and school community? • Who are classroom and school leaders? • Why is it important to have a classroom or school leader? • How can I organize and care for our classroom and school environment?
Competent and Responsible Citizens	5.2.1.D Explain responsible school behavior.	<ul style="list-style-type: none"> • Demonstrate actions within the rules of the classroom and school community in creating a positive learning environment. • Identify behaviors that are considered to demonstrate responsibility (e.g., respect peers, contribute to the good of the whole, sets goals and achieve them) 	<ul style="list-style-type: none"> • How should I behave in the classroom? • How should I behave in all areas of the school? • How can I show that I am prepared? • What does a responsible student do in the classroom?
How Government Works			
Branches of Government	5.3.1.A Identify the roles of local government (e.g., fire, police, etc.)	<ul style="list-style-type: none"> • Identify and discuss the role of a firefighter. • Identify and discuss the role of a police officer. • Identify and discuss the role of other government workers (e.g., librarian, EMT) 	<ul style="list-style-type: none"> • Who are the important helpers in our community? • Who protects our community? • What is the role of a police officer, firefighter, librarian, EMT, construction worker, etc, in the community?
Structure, Organization, and Operation of	5.3.1.B Identify the services of local government.	<ul style="list-style-type: none"> • Identify safety services in the local community. (e.g., police, fire station, 	<ul style="list-style-type: none"> • What are services? • What services are provided by the

Governments		garbage collection) <ul style="list-style-type: none"> Identify health services in the local community. (e.g., hospitals, doctor's office) 	helpers in our community?
Government Services	5.3.1.C Identify the value of firefighters, police officers, and emergency workers in the community.	<ul style="list-style-type: none"> Identify work performed by community helpers. (e.g., police officers fight crime, firefighters put out fires) 	<ul style="list-style-type: none"> What job does a community helper have?
Leadership and Political Elections	5.3.1.D Identify positions of authority in the classroom community.	<ul style="list-style-type: none"> Participate in classroom responsibilities, Demonstrate leadership skills in the classroom. (e.g., help a peer, classroom jobs) 	<ul style="list-style-type: none"> Who can be a leader? How can I be a good leader in the classroom? What are the responsibilities of a good leader?
Conflict and the Court System	5.3.1.F Identify and explain the behaviors for responsible classroom citizens and possible consequences for inappropriate actions.	<ul style="list-style-type: none"> Identify appropriate behavior. Identify consequences for inappropriate behavior. Demonstrate the knowledge of how classroom rules and expectations contribute to a positive learning environment. 	<ul style="list-style-type: none"> What behaviors are acceptable in the classroom? What are some consequences for not following the rules? How can I be kind to my classmates? How can I be a good citizen in my classroom?
How International Relationships Function			
Tools of Foreign Policy	5.4.1.B Describe how classrooms can work together.	<ul style="list-style-type: none"> Engage with other classrooms to complete a project. Work cooperatively with other children to achieve a common goal. Discuss individual role in a classroom collaboration. Brainstorm ways that classrooms can collaborate. 	<ul style="list-style-type: none"> How can I work well with others? How can working together accomplish a goal? How am I part of a team in the classroom?
5.4.1.E	Explain how a classroom community reaches compromise.	<ul style="list-style-type: none"> Participate in classroom experiences that involve compromise. 	<ul style="list-style-type: none"> What is a compromise? How can I show acceptance of others'

		<ul style="list-style-type: none"> • Participate in group decision-making and consensus building. • Work cooperatively with other children to achieve a goal. • Demonstrate acceptance of final consensus. 	<p>ideas or leadership?</p> <ul style="list-style-type: none"> • How do communities work together to make decisions?
--	--	---	---

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Economics	Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences.		
Scarcity and Choice			
Limited Resources	6.1.1.B Identify classroom needs and wants.	<ul style="list-style-type: none"> • Distinguish between wants and needs in a classroom setting. • List classroom needs and wants. • Identify how needs and wants might differ. (e.g., grade level, teacher, time of the year) 	<ul style="list-style-type: none"> • What are needs? • What are wants? • What is the difference between needs and wants? • Can needs and wants be different at times?
Opportunity Costs	6.1.1.C Identify choice based on needs versus wants.	<ul style="list-style-type: none"> • Make a choice to meet a need (e.g., sharpen a pencil, use the restroom) • Describe how people make choices based on need. 	<ul style="list-style-type: none"> • What are choices you made based on needs?
Markets and Economic Systems			

Goods and Services	6.2.1.A Identify goods, consumers, and producers	<ul style="list-style-type: none"> Identify and define goods. Identify and define consumers. Describe self as a consumer and identify what goods they consume. Identify a local business and the good or service they provide. 	<ul style="list-style-type: none"> What are goods? Who are consumers? How are you are a consumer? What goods do you consume? How are goods distributed in a community?
Economic Independence			
Specialization	6.4.1.A Identify specialization of work in the community.	<ul style="list-style-type: none"> Describe how people in a community perform specialized services. Compare stores the specialize in selling certain goods. 	<ul style="list-style-type: none"> How do local business in our community provide goods and services?

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Geography</i>	Location can be represented using a variety of tools.		
Basic Geographic Literacy			
Geographic Tools	7.1.1.A Identify geographic tools.	<ul style="list-style-type: none"> Identify a map and a globe and describe purpose. Identify and interpret the key for a map/globe. Use geographic terms to describe and find places. 	<ul style="list-style-type: none"> What is a map used for? What is a globe used for? How does a map key help? How can I use a map or a globe to find places?
Location and Places	7.1.1.B Describe places in geographic reference in physical features	<ul style="list-style-type: none"> Describe the purpose of a compass rose. Identify cardinal directions. Locate Pennsylvania on a map. 	<ul style="list-style-type: none"> How is a compass rose helpful when finding directions on a map? What are the four cardinal

		<ul style="list-style-type: none"> Know their continent, country, state, town, and address. 	<p>directions?</p> <ul style="list-style-type: none"> Where is Pennsylvania on a map? What is the continent we live on? What is the name of our country? What is the name of our state? What is the name of our town we live in? What is your address?
--	--	--	--

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>History</i>	Past experiences and ideas help us make sense of the world.		
United States History			
	8.3.1.A Identify Americans who played a significant role in American history.	<ul style="list-style-type: none"> Participate in discussions on historical Americans. 	<ul style="list-style-type: none"> Who are important historical Americans? Why are they important to America?