

Oxford Area School District Social Studies Scope and Sequence – Quarter 1:

Grade 1

*Principles of
Documents of
Government
5.1.1.A-F*

- Define rules and their purposes and importance.
- Learn respect for others.
- Identify areas of responsibility.
- National symbols.

*Rights and
Responsibilities of
Citizenship
5.2.1.A-D*

- Identify areas of responsibility.
- Problem solving and conflict resolution.
- Community outreach programs.

*How International
Relationship
Function
5.4.1.A, B, D, E*

- Problem solving and conflict resolution.
- Local media.
- Compromise.

Oxford Area School District Social Studies Scope and Sequence – Quarter 2:

Grade 1

Historical Analysis and Skills Development

8.1.1.A-C

- Chronological order.
- Problem and solution.
- Places to find out information about the past.

Pennsylvania History 8.2.1.A-D

- Parts of a community.
- PA flag.
- Community celebrations.
- Historical conflict in the community.

United States History 8.3.1.A-D

- Americans and their influence in the country surrounding holidays (i.e. Martin Luther King, Jr.; Presidents' Day).
- American landmarks and their significance.
- Compare and contrast the community from the past to the present day.
- Describe ways to work together.

World History

8.4.1.A-D

- World holidays and the importance of landmarks in those celebrations.
- Conflict and cooperation in the classroom.

Oxford Area School District Social Studies Scope and Sequence – Quarter 3:

Grade 1

*Basic Geographic
Literacy
7.1.1.A, B*

- Identify maps, globes, atlases and what they represent.
- Describe hills, valleys, rivers, and creeks in the community and how they affect us.

*Physical
Characteristics of
Places and Regions
7.2.1.A, B*

- Describe hills, valleys, rivers, and creeks in the community and how they affect us.

*Human
Characteristics of
Places and Regions
7.3.1.A*

- Describe the local weather and what farmers do during the different seasons.

*Interactions
Between People
and Environment
7.4.1.A*

- Impact of lakes, rivers and streams.

Oxford Area School District Social Studies Scope and Sequence – Quarter 4:

Grade 1

How Government Works 5.3.1.A-F, H-J

- Community workers.
- Local government and voting.
- Classroom leadership.
- Identify consequences.
- Ways information is given to the public.
- Examples of taxation.

Scarcity and Choice 6.1.1.A-D *Markets and Economic Systems* 6.2.1.A, C-E, G

- Identify things families can and cannot do because of time and money.
- Identify the difference between wants and needs and how that influences our decisions and how that varies between individuals.
- Identify ways to buy things and where they come from.
- Identify the purpose of advertisements.
- Identify the cost of objects and why it costs what it does.

Functions of Government 6.3.1.A, D *Economic Interdependence* 6.4.1.A, D

- Define goods and services and provide examples of each.
- Identify products students use that are made in the U.S.
- Identify different ways to earn money in the community and how it impacts the community.
- Identify things people buy and sell.

Income, Profit, and Wealth 6.5.1.A-G

- Identify local businesses and their goods and services.
- Identify the importance of saving money.

Social Studies Curriculum – Grade 1			
Big Idea – Learning how to be a member of a larger group or community.			
Essential Question- What does it mean to be a citizen?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • Define rules and their purposes. • Learn respect for others. • Identify areas of responsibility. • National symbols. • Problem solving and conflict resolution. • Community outreach programs. • Community workers. • Identify consequences. • Local media. • Examples of taxation. 	<ul style="list-style-type: none"> • 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.C. Define equality and the need to treat everyone equally. • 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 of responsibilities at school and at home. • 5.2.1.B. Identify a problem and attempt to solve with adult or peer assistance. • 5.2.1.C. Identify school projects / activities that support leadership and public service. • 5.2.1.D. Explain responsible school behavior. 	myWorld Interactive Grade 1 Text; Pearson Education	myWorld Interactive Grade 1; Pearson Education unit assessments

	<ul style="list-style-type: none"> • 5.3.1.A. Identify the roles of local government (fire, police, etc.). • 5.3.1.B. Identify the services of local government. • 5.3.1.C. Identify the value of fire fighters, police officers and emergency workers in the community. • 5.3.1.D. Identify positions of authority in the classroom community. • 5.3.1.E. Identify situations in the school or community when it is beneficial to have an elected official represent the people. • 5.3.1.F. Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. • 5.3.6.H. Explain how information / news is conveyed to the public, • 5.3.1.I. Provide examples of taxation • 5.3.6.J. Describe situations where voting eases conflict. • 5.4.1.A. Identify ways to avoid conflict. • 5.4.1.B. Describe how classrooms can work together. • 5.4.1.D. Identify different means of receiving information / news. • 5.4.1.E. Explain how a 		
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	classroom community reaches a compromise.		
Vocabulary: citizenship; community; rules; responsibility; respect; taxes; symbols; conflict; cooperation			

Social Studies Curriculum – Grade 1			
Big Idea – We look back over time to understand ourselves, our families, and our communities.			
Essential Question-What happened before me and how does it affect me?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> • Chronological order. • Identify problem and solution. • Where to find out information about the past. • Identify parts of a community. • PA flag. • Identify significant Americans and their influence in the country surrounding holidays (i.e. Martin Luther King, Jr., President's Day). • Compare and contrast the community from the past to present day. • Describe ways to work together. • Describe world holidays and the importance of landmarks in those celebrations. 	<ul style="list-style-type: none"> • 8.1.1.A. Demonstrate an understanding of chronology. • 8.1.1.B. Identify a problem or dilemma surrounding an event. • 8.1.1.C. Identify sources of historical information. • 8.2.1.A. Identify groups of people who contribute to a community. • 8.2.1.B. Identify symbols, slogans, or mottos that are representative of the state. • 8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated. • 8.2.1.D. Identify historical conflict in the community. • 8.3.1.A. Identify Americans who played a significant role in American history. • 8.3.1.B. Identify American landmarks and their significance. • 8.3.1.C. Identify examples of change. • 8.3.1.D. Identify conflict and 	myWorld Interactive Grade 1 Text; Pearson Education	myWorld Interactive Grade 1; Pearson Education unit assessments

	<p>describe ways to cooperate with others by making smart choices.</p> <ul style="list-style-type: none">• 8.4.1.A. Explain why cultures celebrate.• 8.4.1.B. Explain the importance of world landmarks.• 8.4.1.C. Identify holidays and ceremonies of selected world cultures.• 8.4.1.D. Describe examples of conflict and cooperation in the classroom community.		
Vocabulary: landmarks; cultures; holidays; community			

Social Studies Curriculum – Grade 1			
Big Idea – Understanding the world around me, how it looks, and how it relates to other places.			
Essential Question-How do I represent my world using maps and symbols?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> Identify maps, globes, atlases and what they represent. Describe hills, valleys, rivers, and creeks in the community and how they affect us. Describe the local weather and what farmers do during the different seasons. 	<ul style="list-style-type: none"> 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. 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. 	myWorld Interactive Grade 1 Text; Pearson Education	myWorld Interactive Grade 1; Pearson Education unit assessments
Vocabulary: geographic tools; places; map; globe; atlas; hill; valley; river; creek; seasons			

Social Studies Curriculum – Grade 1
Big Idea – Identifying the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services.
Essential Question-How do I use goods and services in my everyday life?

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> Identify things families can and cannot do because of time and money. Identify the difference between wants and needs and how that influences our decisions and how that varies between individuals. Identify ways to buy things and where they come from. Identify the purpose of advertisements. Identify the cost of objects and why it costs what it does. Identify how a business affects a community. Identify how we use money. Define goods and services and provide examples of each. Identify products students use that are made in the U.S. Identify different ways to earn money in the community and how it impacts the community. Identify things people buy and sell. Identify local businesses and their goods and services. Identify the importance of saving money. 	<ul style="list-style-type: none"> 6.1.1.A Identify scarcity of resources within the family. 6.1.1.B Identify classroom wants and needs. 6.1.1.C Identify choice based on needs versus wants. 6.1.1.D Identify choice based on classroom interest. 6.2.1.A Identify goods, consumers, and producers. 6.2.1.C Identify advertisements that encourage us to buy things based on want rather than need. 6.2.1.D Explain the role of money in determining price. 6.2.1.E Identify the impact on a community when a business opens. 6.2.1.G Define an economic system at the individual level. 6.3.1.A Identify examples of goods and services. 6.3.1.D Identify products produced in the United States. 6.4.1.A Identify 	myWorld Interactive Grade 1 Text; Pearson Education	myWorld Interactive Grade 1; Pearson Education unit assessments

	<p>specialization of work in the community.</p> <ul style="list-style-type: none"> • 6.4.1.D Describe how individuals differ in their wants and needs and why people buy and sell things. • 6.5.1.A Identify individuals who work for wages in the community. • 6.5.1.B Identify different jobs and the purpose of each. • 6.5.1.C Identify businesses and their corresponding goods and service. • 6.5.1.D Identify ways to earn money. • 6.5.1.E Describe what tools (tangible assets) are necessary to complete a task. • 6.5.1.F Identify buyers and sellers (people) buy and sell things. • 6.5.1.G Explain the need to save money. 		
<p>Vocabulary: scarcity; wants; economic; services; goods</p>			