

## SENECA VALLEY SCHOOL DISTRICT

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### CURRICULUM

<b>Course Title:</b>	<b>Social Studies</b>
<b>Grade Level(s):</b>	<b>One</b>
<b>Periods Per Week:</b>	<b>5</b>
<b>Length of Period:</b>	<b>30 Minutes</b>
<b>Length of Course:</b>	<b>Full Year</b>
<b>Faculty Author(s):</b>	<b>Amber Kelly, Tammy McKenry, Nichole Brandon, Karen Kaiser</b>
<b>Date:</b>	<b>February 25, 2015</b>

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### **COURSE DESCRIPTION:**

The students will learn about the diversity of people, compare their lives to those of their ancestors, and develop respect for these groups. The students will identify symbols of the United States, explain their importance, and be exposed to the importance of the Constitution and the framers of historical documents. The students will also discuss influential figures in U.S. history and the cause and effect of historical events. The students will be involved in various activities that focus on the integration of map skills, interpreting data, interviewing skills, communication skills and process writing. While they are applying these skills, the students will gain a better understanding of how self relates to small groups and their community. As the students' perception grows, they will continue to expand their understanding of their role in the larger democratic society and as a citizen of the world.

**The state has developed anchors (points of focus) in Social Studies. The anchors specify eligible content for the content areas. The anchors include standards 1.1, 1.2, and 1.3.**

**The Objectives that address anchors have been bolded.**

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES			
<p><b>Civics and Government</b></p> <p><b>I. Principles and Documents of Government</b></p> <p>A. Roles of the government</p> <p>B. Purposes/importance of rules and laws in the classroom, school, community, state, and nation</p> <p>C. Principles and ideals shaping government</p> <p>D. Purpose of U.S. symbols and holidays</p> <p>E. Framers of documents of government</p> <p>F. Need for government</p> <p>G. Respect for property and opinions of others</p>	<p>The student will:</p> <p>Explain why rules are necessary to keep a community safe (classroom, school, community, PA and the United States). (5.1)</p> <p>Explain that governments are visible in a community through making laws, enforcing laws, gathering taxes, and providing services for the common good (classroom, school, community, PA and the United States). (5.1)</p> <p>Explain citizenship, diversity of people and ideas, common good, leadership, and patriotism. (5.1)</p> <p>Identify symbols and their importance (US Flag, Pledge of Allegiance and National Anthem). (5.1)</p> <p>Explain the importance of the Constitution and the framers of historical documents. (5.1)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>II. Rights and Responsibilities of Citizenship</b></p> <p>A. Rights and responsibilities of citizenship</p> <p>B. Personal rights and responsibilities in the community</p> <p>C. Sources of conflict and disagreement/conflict resolution.</p> <p>D. The importance of political leadership and public service (school, community, state, and nation)</p> <p>E. Influence of citizens on the decisions and actions of government</p> <p>F. Benefits/consequences of following/violating rules and laws</p> <p>G. Participation in government and civic life</p>	<p>The student will:</p> <p>Identify the importance of voting and explain the process and reasons of an election. (5.2)</p> <p>Describe personal responsibilities in the community such as following the laws (i.e., bicycle safety, recycling, and wearing a seatbelt). (5.2)</p> <p>Demonstrate appropriate behaviors and conflict resolution strategies. (5.2)</p> <p>Develop rules and explain consequences of breaking them. (5.2)</p> <p>List and discuss school related public service projects (e.g., school-wide cleanup, food drive). (5.2)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>III. How Government Works</b></p> <p>A. Reasons for rules and laws in the school community</p> <p>B. Services performed by the local, state, and national governments</p> <p>C. Positions of authority (school and in local, state, and national governments)</p> <p>D. Definition of an election</p> <p>E. Importance of equality/fair treatment</p> <p>F. Self-governing qualities</p>	<p>The student will:</p> <p>Explain how rules and laws keep the school and community operating smoothly and safely. (5.3)</p> <p>Identify how a classroom is governed like a community. (5.3)</p> <p>Identify ways to self-monitor their behavior and personal choices. (5.3)</p> <p>Identify respected members in the school community and the services they provide (teacher, principal), local community (police, firemen) and the national government (President). (5.3)</p> <p>Define the purpose and process of an election. (5.3)</p> <p>Explain the importance of treating others fairly. (5.3)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>Economics</b></p> <p><b>IV. Economic Systems</b></p> <p>A. Balance of unlimited wants with limited resources</p> <p>B. Local employment /produces</p> <p>a. Jobs</p> <p>b. Products/Services</p>	<p>The student will:</p> <p>Identify wants versus needs. (6.1)</p> <p>Explain that families must make economic choices and save money in order to trade for wants and needs. (6.1)</p> <p>Identify community helpers and goods and services provided in the local community. (6.1)</p> <p>Compare and contrast the similarities and differences in jobs in the local community. (6.1)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>V. Scarcity and Choice</b></p> <p>A. Scarcity and limited resources</p> <p>B. Wants and needs of different people in relation to limited resources</p>	<p>The student will:</p> <p>Define scarcity and list various resources locally and globally. (6.3)</p> <p>Identify how personal choice influences the decision to buy certain items. (6.3)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>VI. Economic Interdependence</b></p> <p>A. The process of trading</p> <p>B. Goods, services and resources (from all over the nation and world)</p> <p>C. Production (local vs. international)</p>	<p>The student will:</p> <p>Identify the process of trade between two people and the relationship among traders. (6.4)</p> <p>Identify why certain products cannot be produced locally (ex. oranges in PA). (6.4)</p>			

COURSE OUTLINE	OBJECTIVES			
<b>VII. Work and Earnings</b>  A. Reasons why people work  B. Occupations  C. Goods and services  D. Importance of savings	The student will:  Identify reasons why people work. (6.5)  Define the term allowance. (6.5)  Match descriptions of work with the correct profession. (6.5)  Identify community helpers that provide goods. (6.5)  Identify community helpers that provide services. (6.5)  Define what it means to save. (6.5)			



COURSE OUTLINE	OBJECTIVES			
<p><b>Geography</b></p> <p><b>VIII. Basic Geographic Literacy</b></p> <p>A. Geographic tools</p> <p>B. Continents and oceans</p>	<p>The student will:</p> <p>Explain the characteristics and purposes of different geographic representations (e.g., land forms and bodies of water). (7.1)</p> <p>Identify geographic tools and develop basic map reading skills (e.g., map keys, symbols, compass rose, scales, photographs, cardinal directions). (7.1)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>IX. The Physical Characteristics of Places and Regions</b></p> <p>A. Physical characteristics and properties of places</p> <p>B. Effect of environmental processes</p>	<p>The student will:</p> <p>Recognize natural and human made physical characteristics: bodies of water (creeks, rivers, ponds and lakes), landforms (swamps, hills, and mountains) and human made forms (highways, streets, buildings, and bridges). (7.2)</p> <p>Describe weather, climate and vegetation and the effects of environmental processes (e.g., flood, tornado, hurricanes, earthquakes) on places and regions. (7.2)</p> <p>Describe the interactions between people, animals, and physical features of their environment. (7.2)</p> <p>Identify and compare/contrast the characteristics of the four seasons. (7.2)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>XI. The Interactions Between People and Places</b></p> <p>A. Human characteristics that are affected by physical systems</p> <p>B. How physical systems are impacted by people</p>	<p>The student will:</p> <p>Explain how the weather and natural resources impact people (e.g., drought, snowfall, rain). (7.4)</p> <p>List various things people do to impact the environment (both positively and negatively). (7.4)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>History</b></p> <p><b>XII. Historical Analysis and Skills Development</b></p> <p>A. Chronological thinking and time (past, present and future)</p> <p>B. Historical research</p>	<p>The student will:</p> <p>Participate in daily calendar activities and discuss past, present, and future events. (8.1)</p> <p>Distinguish between fact and opinion. (8.1)</p> <p>Begin to discuss cause/effect in historical events (e.g., Pilgrims' voyage, Martin Luther King, Jr.). (8.1)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>XIII. Pennsylvania History</b></p> <p>A. Political and cultural contributions of individuals and groups to Pennsylvania history</p> <p>B. Primary documents, material artifacts, historic sites important in Pennsylvania history</p>	<p>The student will:</p> <p>Identify and explain the significance of John Chapman. (8.2)</p> <p>Define the significance of the constitution. (8.2)</p>			

COURSE OUTLINE	OBJECTIVES			
<p><b>XIV. United States History</b></p> <p>A. Contributions of individuals and groups to United States history</p> <p>B. Primary documents, material artifacts, and historic sites important in United States history</p>	<p>The student will:</p> <p>Identify and explain the political and cultural contributions of influential figures in U.S. history (i.e., George Washington, Abraham Lincoln, Thomas Jefferson, John Chapman, Sacajawea, and Martin Luther King, Jr.). (8.3)</p> <p>Recognize important symbols of the United States (i.e.; The White House, The Statue of Liberty, The Bald Eagle, and Flag). (8.3)</p>			