



Eastern Lancaster County School District
“Empowering learners as global thinkers and producers.”

Grade 1 Social Studies Curriculum Map

Suggested Curricular Sequence and Pacing

W	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Q	Quarter 1									Quarter 2									Quarter 3									Quarter 4								
Subject	Civics and Government				Environment and Ecology				Health	Physical Science				Economics and Career, Education and Work					Earth and Space Science				History					Biology				Geography				

Civics and Government

Quarter 1

(Approx. 4 weeks)

Grade 1 Quarter 1 Priority Standards	
Civics and Government: 5.1.E Describe students' responsibilities in the school and community. 5.2.D Explain responsible school behavior. 5.4.A Identify ways to avoid conflict. 5.3.B Identify the services of local government.	
Grade 1 Quarter 1 Other Standards Addressed	
5.1.A Explain the purposes of rules in the classroom and school community. 5.1.B Explain the importance of rules in the classroom.. 5.1.C Define equality and the need to treat everyone equally. 5.1.D Explain the importance of written rules and laws. 5.2.A Identify and explain the importance of responsibilities at school and at home. 5.2.B Identify a problem and attempt to solve with adult or peer assistance. 5.2.C Identify school projects/activities that support leadership and public service. 5.3.D Identify positions of authority in the classroom community. 5.3.E Identify situations in the school or community when it is beneficial to have an elected official represent the people. 5.4.B Describe how classrooms can work together. 5.4.E Explain how a classroom community reaches compromise.	
Grade 1 Quarter 1 Key Vocabulary	
Civics and Government government, responsibility, conflict, citizen	



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Economics, Career, Education, Work, Family and Consumer Science
Quarter 2
(Approx 6 weeks)

Grade 1 Quarter 2 Priority Standards

Economics

- 6.1.B Identify classroom wants and needs.
- 6.1.C Identify choice based on needs versus wants.
- 6.2.A Identify goods, consumers, and producers.
- 6.3.A Identify examples of goods and services.
- 6.4.D Describe how individuals differ in their wants and needs and why people buy and sell things.
- 6.5.D Identify ways to earn money.

Career, Education and Work:

Career Retention and Advancement:

- 13.3.3.D Explain how money is used.
- 13.2.3.C Compose a personal letter. (not formal!)
- 13.1.3.E Describe the work done by school personnel and other individuals in the community

Grade 1 Quarter 2 Other Standards Addressed

Economics:

- 6.1A Identify scarcity of resources within the family.
- 6.1.D Identify a choice based on classroom interest.
- 6.3.D Identify products produced in the United States.
- 6.5.F Identify buyers and sellers (people) buy and sell things.
- 6.5.A Identify individuals who work for wages in the community.
- 6.5.B Identify different jobs and the purpose of each.
- 6.5.C Identify businesses and their corresponding goods and service.
- 6.2.E Identify the impact on a community when a business opens.
- 6.2.G Define an economic system at the individual level.
- 6.4.A Identify specialization of work in the community.
- 6.5.E Describe what tools (tangible assets) are necessary to complete a task.

Career, Education and Work:

- 13.3.3.A Identify attitudes and work habits that contribute to success at home and school
- 13.2.3.A Identify appropriate speaking and listening techniques used in conversation
- 13.3.3.B Identify how to cooperate at both home and school.
- 13.3.3.F Identify the changes in family and friend's roles at home, at school and in the community.
- 13.1.3.D Identify the range of jobs available in the community.

Grade 1 Quarter 2 Key Vocabulary

Economics

goods, services, consumer, producer, wants, needs, buy, sell, business

Career, Education, and Work

money



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Grade 1 Social Studies Curriculum Map

History
Quarter 3
(Approx 4 weeks)

Grade 1 Quarter 3 Priority Standards

History:

- 8.2.A Identify groups of people who contribute to a community.
- 8.2 B Identify symbols, slogans, or mottos that are representative of the state.
- 8.2.C Identify holiday and cultural celebrations in a community and why they are celebrated.
- 8.3.A Identify Americans who played a significant role in American history.
- 8.4.A Explain why cultures celebrate.
- 8.4.C Identify holidays and ceremonies of selected world cultures.

Grade 1 Quarter 3 Other Standards Addressed

8.1A Demonstrate an understanding of chronology.
8.3.C Identify examples of change.
8.3.B Identify American landmarks and their significance.
8.4.B Explain the importance of world landmarks.
8.1.B Identify a problem or dilemma surrounding an event.
8.1.C Identify sources of historical information.
8.2.D Identify historical conflict in the community.
8.3.D Identify conflict and describe ways to cooperate with others by making smart choices.
8.4.D Describe examples of conflict and cooperation in the classroom community.

Grade 1 Quarter 3 Key Vocabulary

History
symbol, culture, community



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Grade 1 Social Studies Curriculum Map

Geography
Quarter 4
(Approx 4 weeks)

Grade 1 Quarter 4 Priority Standards
Geography • 7.1.A Identify geographic tools. • 7.1.B Describe places in geographic reference in physical features. • 7.2.A Identify physical characteristics in the community and region. • 7.2.B Identify the basic physical processes that affect the physical characteristics of places. • 7.3.A Identify the local climate and how it determines the way people live. • 7.4.A Describe how lakes, rivers, and streams impact people.
Grade 1 Quarter 4 Other Standards Addressed
N/A
Grade 1 Quarter 4 Key Vocabulary
Geography features, climate, physical features