

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Social Studies Grade 1

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grade 1
Credit Value:	N/A
Date Approved:	August 24, 2020

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Grade 1 Social Studies Assessment Rubric

	1 Needs Support	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Information	Student provides incorrect <i>and</i> inaccurate information for the standard.	Student provides incorrect <i>or</i> inaccurate information for the standard.	Student provides accurate information for the standard.	Student provides accurate information <i>and</i> insightful connections for the standard.
Skills	Student requires one to one support to apply the standard or skill presented.	Student requires little support to apply the standard or skill presented.	Student does not require support to apply the standard or skill presented,	Students can apply and extend learning for the standard or skill presented.

Grade 1 Social Studies Pacing Guide

Marking Period 1	Unit	Standard	Resources
<p align="center">Assessment Assessment Rubric</p>		<ul style="list-style-type: none"> • Create the classroom rules and display them in the classroom. Have the students create conflict resolution posters <ul style="list-style-type: none"> • Students can connect the assessment activity posters by creating positive messages for their peers to promote a positive and kind classroom atmosphere. 	
<p>Teach during or by the end of Making Meaning unit 1.</p>	<p align="center">Community</p>	<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling, respecting others)</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p>	<p>Harcourt SS Unit 1 Lesson 1 School Rules (Page 10) Unit 1 Lesson 2 Community Rules (Page 16) Unit 1 “Start with a poem” “Friendship’s Rule” Unit 1 Lesson 5 Work and Play Together Unit 4 Lesson 2 Schools Long Ago</p> <p>Holidays to Discuss Labor Day Columbus Day</p> <p>Additional Resources BrainPop Jr. Be Responsible Friends “Transportation”</p> <p>Watch Know Learn How Big is My World? My Neighborhood</p> <p>Raz Kids Community Helpers Before the Internet Community Helpers President’s Day Labor Day Stars and Stripes</p> <p>Collaborative Literacy Connection</p> <ul style="list-style-type: none"> • “It’s Mine!” by Leo Lionni (MM: Unit 1: Week 4)

			<ul style="list-style-type: none"> • “Chrysanthemum” by Kevin Henkes (MM: Unit 2: Week 3) • “People in my Neighborhood” by Shelly Lyons (MM: Unit 1: Week 3)
<p>Teach after or by the end of Making Meaning unit 2.</p>	<p>Maps</p>	<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful</p>	<p>Harcourt SS Unit 1 Lesson 2 Reading and Map Skills</p> <p>Additional Resources NJ Amistad Curriculum- Cardinal Directions lesson</p> <p>BrainPop Jr. Continents & Oceans Reading Maps</p>
<p>Teach after or by the end of Making Meaning unit 2.</p>	<p>Elections</p>	<p>6.1.4.A.7 Citizens in the United States have the right to vote to choose a representative for government positions.</p>	<p>Harcourt SS Unit 1 “Make a Choice by Voting” (Page 26) Unit 1 Lesson 3 People Lead the Way Unit 1 Lesson 4 Government Helps Us</p> <p>Holidays to Discuss Election Day (Nov 3rd)</p> <p>Additional Resources BrainPop Jr. Rights and Responsibilities Voting</p> <p>Raz Kids “Can I vote?” Election Day</p>
<p>21st Century Skills</p>			

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Marking Period 2	Unit	Standard	Resources
<p style="text-align: center;">Assessment Assessment Rubric</p>		<ul style="list-style-type: none"> Students will write their own "I have a dream..." statement using writing paper in your classroom. 	
<p>Teach by end of Making Meaning unit 3</p>	<p>Meeting People</p>	<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>Harcourt SS Unit 5 Lesson 1 The First Americans (Page 210) Unit 5 Lesson 3 Expressing Culture (Page 228) Unit 4 Start With a Story Aunt Flossie’s Hat (Page 150) Unit 5 Lesson 4 Sharing Celebrations (page 232) Unit 5 Lesson 5 Families Around the World (Page 2)</p> <p>Holidays to Discuss Thanksgiving</p> <p>Additional Resources: Discovery Education Discovery Techbook Immigrants American Holidays</p> <p>Raz-Kids Native American books (entire collection) Thanksgiving book collection Holidays Around the World</p> <p>Brain Pop Jr. Thanksgiving</p> <p>Collaborative Literacy Connection</p> <ul style="list-style-type: none"> “Chinatown” by William Low (BAW: Unit 2: Week 2)

<p>Teach by the end of Making Meaning unit 4</p> <p>MLK Lesson should be taught during this marking period at the appropriate time</p>	<p>Our Changing World</p>	<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<p>Holidays to Discuss New Year's Day Martin Luther King Day</p> <p><u>MARTIN LUTHER KING, JR. & CIVIL RIGHTS RESOURCES</u> District Provided Resources Martin Luther King</p> <p>Raz-Kids Martin Luther King Jr. Riding with Rosa Parks Ruby Bridges Jackie Robinson George Washington Carter</p> <p>Brain Pop Jr. Martin Luther King Jr.</p>
<p>21st Century Skills</p>			

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Marking Period 3	Unit	Standard	Resources
<p>Teach by the end of Making Meaning unit 5</p>	<p>Long Ago and Today</p>	<p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for the changes.</p>	<p>Harcourt Social Studies Unit 4 Then & Now Lesson 1: People Long Ago (Page 158) Lesson 3: Communities In The Past (Page 178) Lesson 3: Using a Timeline (Pages 182-183) Lesson 4: Changes In Transportation (Page 184)</p> <p>Holidays to Discuss Women’s History President’s Day Black History Month</p> <p>Additional Resources Discovery Education Changing Climate Transportation</p> <p>Raz-Kids How Have Things We Use Everyday Changed? Jobs Changed Needs and wants Presidents Day</p> <p>Collaborative Literacy Connection</p> <ul style="list-style-type: none"> • “All by Myself” by Mercer Mayer (BAW: Unit 1: Week 3) • “When I Grow Up...” by Peter Horn (BAW: Unit 1: Week 4) • “When I Was Five” by Arthur Howard (BAW: Unit 1: Week 5)
<p>Assessment Assessment Rubric</p>		<ul style="list-style-type: none"> • Students work in pairs or groups to develop a written or illustrated list of needs and wants. Students share with the class why each item selected is a need and/or want providing details for their thinking. 	

<p>Teach by the end of Making Meaning unit 7</p>	<p>Needs and Wants</p>	<p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	<p>Harcourt Social Studies Good & Services Unit 6 Lesson 1 Good and Services (Page 254, story page. 260)</p> <p>Additional Resources</p> <p>Raz-Kids Needs and wants</p> <p>Brain Pop Jr. Goods and services Needs and wants</p> <p>Watch Know Learn Counting Money</p>
<p>21st Century Skills</p>	<p>NJSLS Technology 8.2.2.B.1 Identify how technology impacts or improves life. 8.2.2.B.4-Identify how the ways people live and work has changed because of technology 8.2.2.B.3 Identify products or systems that are designed to meet human needs.</p>		

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Marking Period 4	Unit	Standard	Resources
<p align="center">Assessment Assessment Rubric</p>		<ul style="list-style-type: none"> Students choose a symbol and explain its importance. 	
<p>Teach by the end of Making Meaning unit 9.</p>	<p>Symbols of Our Country</p>	<p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays, and how they affect the American identity.</p>	<p>Harcourt SS (Start With a Song) “America” (Page 102) Unit 3 Lesson 1 Our Country Begins (Page 104) Unit 3 Lesson 2 Primary Sources Learning About Freedom (Page 112) Unit 3 Lesson 2 Biography George Washington (Page 110) Unit 3 Lesson 3 American Symbols (Page 120) Unit 3 Lesson 4 Holidays and Heroes (Page 128) Unit 3 Lesson 4 Citizenship Flag Day (Page 136) Unit 3 Pledge of Allegiance</p> <p>Holidays to Discuss Memorial Day Flag Day</p> <p>Collaborative Literacy Connection</p> <ul style="list-style-type: none"> “George Washington and the General’s Dog” by Frank Murphy (MM: UNIT 5: Week 2) <p>Additional Resources</p> <p>Watch Know Learn U.S. Flag Symbolism</p> <p>Brain Pop Jr. American History American Symbols George Washington</p> <p>YouTube The American Flag Book for Kids</p>
<p>21st Century Skills</p>			