

# Pequannock Township School District

## Curriculum Syllabus

### Social Studies - First Grade

#### Course Description:

In this first grade social studies curriculum, “My World”, students will explore their world as it relates to their world but expanding beyond immediate family and school. Students will examine their responsibilities as students and citizens in their home, classroom, and community. They will explore reasons why rules and laws are made and how they keep us safe. Students will also explore how to get along in an increasingly diverse world by looking at creating friendships with classmates and within their neighborhood. Finally, students will explore some basic laws and tenants of the United States and what is meant by saying one is American. Students will explore these topics in the context of the digital age, allowing 21st century learners to transcend the limits of time and place and experience these topics in a variety of ways. This social studies curriculum will integrate reading and language arts to create a more transparent and fluid curriculum across the disciplines. This will provide first grade learners with the knowledge, skills and perspectives needed to become active, informed citizens and contributing members of communities in today's ever-changing society.

#### Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of.

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- 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.
- 6.1.4.A.2: Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.A.4: Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.

- 6.1.4.A.5: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6: Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7: Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8: Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.9: Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 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.
- 6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12: Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.13: Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.A.16: Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- RL. K. 1: With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RI.K.10: Actively engage in group reading activities with purpose and understanding
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about, state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- SL.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

## Scope and Sequence

	Unit Title	STEM or Humanities	Weeks
1	My Responsibilities	Humanities	4
2	Getting Along with Others	Humanities	4
1	Patterns of Change in the Sky	STEM	3-4
2	Light & Sound - Communicating with Light & Sound	STEM	5
3	Me & My Country	Humanities	4
4	My Neighborhood Where We Live	Humanities	2-3
5	How Do Others Live	Humanities	2-3
3	Characteristics of Living Things	STEM	5-6
4	Mimicking Organisms to Solve Problems	STEM	3-4

## Assessments

Evaluation of student achievement in this course will be based on the following:

- Aligned to ELA expectations.

## Curriculum Resources

Tony Baloney School Rules -by Pam Munoz Ryan  
 No Laughing, No Smiling, No Giggling- by James Stevenson  
 What if Everybody Did That?- by Ellen Javernick  
 The Worst Day of My Life EVER- by Julia Cook  
 “Alexander and the Terrible, Horrible, No Good, Very Bad Day”  
 Frog and Toad by Arnold Lobel  
 Enemy Pie- by Derek Munson  
 Making Friends is an Art!- by Julia Cook  
 With a Friend by Your Side- by Barbara Kerley  
 The Family Book- by Todd Parr  
<http://www.peqtwp.org/>

[Google Earth](#)

## **Home and School Connection**

The following are suggestions and/or resources that will help parents support their children:

- Read nightly to your child. Practice sight words.