

**Randolph Township Schools
Randolph Elementary School
Social Studies Curriculum Grade 1**

“Be the change you wish to see in the world.”

-Mahatma Gandhi

Social Studies

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**Randolph Township Schools
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible, and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

Social Studies, as defined by the National Council for the Social Studies, is “the integrated study of the social sciences and humanities to promote civic competence.” The primary purpose of the Randolph Public Schools Social Studies program is to provide an academically rigorous environment that produces active critical thinkers and productive, civically competent participants in society. Students are given the opportunity to develop their own sense of place in the community, state, nation, and global village. Students will pursue individual goals and challenges as they develop an understanding of self, the diverse community of which they are a part, and their connection to the goals and interests of the global community and planet Earth. The digital age has transformed social studies education, allowing 21st century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, students develop an increased depth of understanding of our global society.

Students will study history, civics, geography, economics, anthropology, sociology, and the humanities as prescribed by the New Jersey Student Learning Standards in Social Studies. As they study the human condition in these contexts, they will gain an understanding of their own country’s history as well as countries around the globe, institutions, and environment. They will apply their knowledge and deepen their empathy and compassion to understand the forces that have shaped world cultures. Students will learn to view contemporary problems facing the nation and the world as products of complex historical institutional and environmental processes. Students will understand that perspectives require recognizing the multiplicity of points of view in the past. One must recognize that perspectives change over time and analyzing perspectives requires understanding how historical contexts shape people’s perspectives. Students will discover their own individuality and the contributions they can make to society. They will know how to become responsible and productive individuals who possess civic competence.

First graders will understand the concept of diversity within many facets of community. They will understand that communities, past, present, local, and worldwide, were developed to meet human needs. Students will deepen their understanding that processes and rules should be fair, consistent, and respectful of the human rights of all people. The core of this curriculum will be developed in compliance with New Jersey State Learning Standards for Social Studies and the New Jersey State mandate for Holocaust Education.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Rules and Laws- My Voice, My Choice!
5 weeks	II	Who and What Shaped our World?
3 weeks	III	We are Family
3 weeks	IV	Needs, Wants, and Economics- Keeping Healthy and Wealthy
3 weeks	V	Communities and Maps- Navigating Through the World!

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Unit I: Rules and Laws- My Voice, My Choice!

TRANSFER: Contribute to a fair society where differing perspectives are valued.		
<p>STANDARDS / GOALS:</p> <p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2 Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6 Explain what government is and its function.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Rules and laws keep order and protect the rights of citizens.	<ul style="list-style-type: none"> Why do we have rules and laws and how do they protect us?
	Citizens contribute to a community by sharing their feelings, thoughts, and opinions and have the right to make decisions and make changes.	<ul style="list-style-type: none"> What is my voice? Why should I share my voice in a classroom or community?
	Communities are made up of a diverse ethnic and cultural population where each heritage is celebrated, and individuals are treated equally and fairly.	<ul style="list-style-type: none"> What does it mean to be fair? Why is diversity important to a community?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Rules and laws are in place to protect the safety of people.	<p>Evaluate what makes a good rule or law.</p> <p>Identify rules in the classroom vs. rules in the community.</p>

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Unit I: Rules and Laws- My Voice, My Choice!

<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).</p> <p>NJSLS ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLS ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>NJSLS ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>NJSLS ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLS ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Leaders are elected to office.</p> <p>Jobs and roles of government leaders vary in responsibilities within the community.</p> <p>Members of a community need to respect the diverse cultures of its members.</p> <p>Citizens have the right to express feelings, emotions, and opinions.</p> <p>All citizens are equal contributors to the school and local community.</p>	<p>Understand the connection between elected officials and its voters.</p> <p>Describe the roles of various local and world leaders.</p> <p>Collaborate and work cooperatively during daily routines and activities.</p> <p>Share feelings, emotions, and opinions when discussing important topics.</p> <p>Understand and accept the various points of view of different cultures in the classroom and community.</p>
<p>CASEL Core Competencies <u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Identifying emotions • Accurate self-perception • Recognizing strengths • Self-confidence • Self-efficacy <p><u>Self-Management</u></p> <ul style="list-style-type: none"> • Impulse control 	<p>VOCABULARY: rules, laws, community, elect, election, roles, responsibilities, leaders, citizens, diversity, fairness, equality, voice, culture, positive, negative, rewards, consequences, government, local, town council, mayor, governor, president, vice president</p>	

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Unit I: Rules and Laws- My Voice, My Choice!

<ul style="list-style-type: none"> • Stress management • Self-discipline • Self-motivation 		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Implementing effective consequences and rewards by creating classroom routines and rules • Explaining the difference between rules and laws • Participating as active members during classroom discussions <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Understand and collaboratively create classroom rules and routines • Explore/role play fair and unfair situations • Assemble and explain the hierarchy of local, state, and national government • Hold various classroom elections • Invite school and community leaders to discuss and describe their roles • Facilitate group discussions on equality, fairness, and acceptance • Participate in cultural and diverse read alouds • Learn about leaders in other schools, communities, and countries (i.e., Traveling Tuesday) • Demonstrate responsibility and expectations for “Choice Time” • Share and voice opinions (i.e., Would You Rather activities) 		
SUGGESTED TIME ALLOTMENT	4 weeks	
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources:</u></p> <p>Citizenship</p> <ul style="list-style-type: none"> • <u>No Laughing, No Smiling, No Giggling</u> by James Stevenson • <u>Being a Good Citizen: A Book About Citizenship</u> by Mary Small 	

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Unit I: Rules and Laws- My Voice, My Choice!

- If Everybody Did by Jo Ann Stover

Roles of the President and Leadership

- Duck for President by Doreen Cronin
- Grace for President by Kelly DePucchio
- My Teacher for President by Kay Winters
- If I Were President by Catherine Stier

SEL: being unique and fair

- Cookies by Amy Krause Rosenthal
- If Kids Ran the World- Leo & Diane Dillon
- The Days the Crayons Quit by Drew Daywalt
- It's Not Fair by Amy Krause Rosenthal
- Spoon by Amy Krause Rosenthal
- We Live Here Too! Kids Talk About Good Citizenship by Nancy Loewen
- This is How We Do It- One Day in the Lives of Seven Kids from Around the World by Matt Lamothe
- It's OK to be Different: A Children's Picture Book About Diversity and Kindness by Sharon Purtill

Websites:

Government/Leadership/Rules

- BrainPOP Jr.: <https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>
- [HISTORY: We the Kids - YouTube](#)

Inquiry Based Explorations

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Unit I: Rules and Laws- My Voice, My Choice!

- | | |
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| | <ul style="list-style-type: none">• National Geographic Kids – Are we there yet video series?• Postcards from Buster video series – Traveling around the world• How To Change The World (a work in progress) Kid President - YouTube• Types of Government for Kids Learn all about the different forms of governments - YouTube |
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SEL: Fairness/Diversity

- [Fair'n square - YouTube](#)

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Unit II: Who and What Shaped Our World?

TRANSFER: Identify and understand the importance and value of people and events that shaped our world.		
<p>STANDARDS / GOALS:</p> <p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	We can better understand American History by studying important people, places, and events.	<ul style="list-style-type: none"> • What is History? • Why should we learn about the important events in American History?
	Symbols, monuments, and holidays represent the values of our nation.	<ul style="list-style-type: none"> • Why are there symbols? • What do national symbols, monuments, and holidays stand for?
	Individuals have the capacity to impact community.	<ul style="list-style-type: none"> • How can someone/ something play an important role in a community?
	Individuals have different points of view about the events that occurred in history based on culture and beliefs.	<ul style="list-style-type: none"> • How can one contribute to others feeling accepted in a community?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

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<p>6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>6.1.2.HistorySE.2 Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p> <p>6.1.2.HistorySE.3 Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue</p> <p>NJSLS ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLS ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>NJSLS ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small</p>	<p>Local government plays a role in meeting a community needs and ensuring the safety of a community’s people.</p> <p>Communities and nations have changed over time.</p> <p>Community members plan and pursue collaborative projects while sharing different beliefs, values, and traditions.</p>	<p>Investigate services provided by the local government which meet the needs and ensure the safety of community members</p> <p>Make inferences about how past events and individuals contributed to American identity.</p> <p>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p> <p>Collaborate and develop ways to contribute to others feeling accepted within the community.</p>
	<p>VOCABULARY: history, symbols, leaders, America, freedom, equality, holidays, president, culture, timeline, perspectives, events, monuments, community, national</p>	

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<p>and larger groups.</p> <p>NJSLS ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLS ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CASEL Core Competencies <u>Social Awareness</u></p> <ul style="list-style-type: none"> • Perspective Taking • Empathy • Appreciating Diversity • Respect for others <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"> • Communication • Social Engagement • Teamwork 		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a class flag containing class symbols. • Creating individual flags containing symbols that represent each individual. • Choosing and explaining the significance of a national monument. • Identifying and describing an important individual in American history. • Creating and describing a timeline of important events that occurred in history. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Participate in national symbol read alouds • Illustrate and record facts about national monuments in a book, poster, technology, etc. 		

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- Visit national symbols and monuments virtually using technology
- Research various historical leaders through biographies, websites, short videos, etc.
- Participate in discussions about individual holidays and traditions (Invite family members to share input)
- View and participate in interactive activities about holidays around the world
- Analyze how diverse communities beliefs, values, and traditions shape the American identity
- Brainstorm successful ways of collaborating and problem solving as a community
- Discuss ways of contributing to individuals feeling accepted in the community
- Make inferences about how past events, individuals, and innovations affect our current lives
- Use a timeline of important events to make inferences about the "big picture" of history

SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources:</u></p> <p>Symbols:</p> <ul style="list-style-type: none"> • <u>America: A Patriotic Primer</u> by Lynne Chenny • <u>Clifford Sees America</u> by Norman Bridwell <p>Leaders:</p> <ul style="list-style-type: none"> • <u>Who Was</u> books for leaders in history • <u>Duck for President</u> by Doreen Cronin • <u>Grace for President</u> by Kelly DePucchio • <u>My Teacher for President</u> by Kay Winters • <u>If I Were President</u> by Catherine Stier <p>Being a Leader:</p> <ul style="list-style-type: none"> • <u>Martin's Big Words</u> by Doreen Rappaport • <u>I Dissent</u> by Debbie Levy • <u>Brave Girl</u> by Michelle Markel

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Unit II: Who and What Shaped Our World?

- The Right to Learn by Rebecca Langston-George
- The Story of Ruby Bridges by Robert Cole
- Nelson Mandela by Kadir Nelson
- Imogene's Last Stand by Candace Fleming and Nancy Carpenter
- Tacky the Penguin by Helen Lester
- Grace for President by Kelly S. DiPucchio
- Stand Tall, Molly Lou Melon by Patty Lovell

Holidays

- Daddy Christmas and Hanukkah Mama by Selina Alko
- Tree of Cranes by Allen Say
- La Noche Buena: A Christmas Story by Antonio Sacre, illustrated by Angela Dominguez
- Too Many Tamales by Gary Soto, illustrated by Ed Martinez
- Celebrations Around the World by Katy Halford

Websites:

Symbols

- [Symbols of the United States | Facts about the U.S. | Made by Red Cat Reading - YouTube](#)
- BrainPOP Jr.:
 - <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>
 - <https://jr.brainpop.com/socialstudies/government/president/>
 - <https://jr.brainpop.com/socialstudies/citizenship/statueofliberty>
- [Types of Government for Kids: Learn all about the different forms of governments - YouTube](#)

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	<p>Holidays</p> <ul style="list-style-type: none">• Holidays Holidays Around The World Made by Red Cat Reading - YouTube• Winter Celebrations Around the World - YouTube• Holidays Learn about Holidays for Children - YouTube <p>Inquiry Based Explorations:</p> <ul style="list-style-type: none">• National Geographic Kids – Are we there yet video series?• Postcards from Buster video series – Traveling around the world
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Unit III: We Are a Family

TRANSFER: Celebrating your ethnicity and knowledge of beliefs, values, traditions, and cultures from past generations.		
<p>STANDARDS / GOALS:</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryUP.1 Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event</p> <p>6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture</p> <p>6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>NJSLS ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>NJSLS ELA-Literacy.SL.1.4</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Families are unique, have many traditions, and have existed throughout history.	<ul style="list-style-type: none"> • Why are families important and how do they influence who we are? • How are families both the same yet different?
	People celebrate many traditions and holidays to commemorate important events and people both in our nation and around the world.	<ul style="list-style-type: none"> • What traditions do we celebrate here and around the world? • How do values, beliefs, and traditions influence culture?
	Gaining understanding of culture and how the variety of cultures in the world influenced America.	<ul style="list-style-type: none"> • What is culture? • How are cultures similar and different?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

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	<p>Individuals beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>Folk heroes, stories, and songs contribute to the development of a culture’s history.</p>	<p>Interpret what culture means and describe characteristics of various cultures around the world.</p> <p>Research and develop a project describing a characteristic of one’s individual culture.</p> <p>Research and share cultural folk heroes, stories, and songs.</p> <p>Analyze how folk heroes, stories, and songs shape a culture’s history.</p>
	<p>VOCABULARY: culture, traditions, generations, celebrations, beliefs, family tree, compare, contrast, research, acceptance, values, folk hero</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Identifying different family dynamics.
- Researching and designing a project that describes individual cultures.
- Comparing and contrasting family traditions with classmates.

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Unit III: We Are a Family

KEY LEARNING EVENTS AND INSTRUCTION:	
<ul style="list-style-type: none"> • Engage in diverse family read alouds and recognize differences among families • Discuss various types of families in the class and throughout the world • Expose students to multiple cultures, traditions, and holidays (by welcoming family members to school to share) • Explore folk heroes, stories, and/or songs • Discuss the contribution of folk heroes, stories, and song to the development of a culture’s history • Research, create, and design projects about cultures and traditions around the world and identify how they reflect the American identity • Create a family tree 	
SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources:</u></p> <p>Family:</p> <ul style="list-style-type: none"> • <u>This is How We Do It: One Day in the Lives of Seven Kids from Around the World</u> by Matt Lamothe • <u>We Are All Alike, We Are All Different</u> by Cheltenham Elementary • <u>Whoever You Are</u> by Mem Fox • <u>Me and My Family Tree</u> by Joan Sweeney <p>Holidays:</p> <ul style="list-style-type: none"> • <u>Rolling Thunder</u> by Kate Messner • <u>Memorial Day</u> by Emma Carlson Berne • <u>The Wall</u> by Eve Bunting • <u>Celebrations Around the World</u> by Katy Halford • <u>What Do You Celebrate? Holidays and Festivals Around the World</u> by Whitney Stewart

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Unit III: We Are a Family

Traditions:

- The Keeping Quilt by Patricia Polacco

Cultures:

- Too Many Tamales by Gary Soto
- I Am America by Charles R. Smith Jr.
- Marisol McDonald and the Clash Bash by Monica Brown

Websites:

Family

- [The Family and The Family Tree | Kids Videos - YouTube](#)

Traditions:

- [Birthdays Around the World | Culture and History | Holidays | Little Fox | Bedtime Stories - YouTube](#)
- BrainPOP Jr. – <https://jr.brainpop.com/search/?keyword=traditions>
- Epic.com: Books about Traditions

Culture

- [Cultures Around the World - YouTube](#)
- [Cultures of the World | A fun overview of the world cultures for kids - YouTube](#)

Inquiry Based Explorations:

[National Geographic Kids](#) – Are we there yet video series?

[Postcards from Buster](#) video series – Traveling around the world

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Unit IV: Needs, Wants, and Economics - Keeping Healthy and Wealthy

TRANSFER: Utilizing a monetary system to make purchases based on needs and wants and saving and spending.		
<p>STANDARDS / GOALS:</p> <p>6.1.2.EconET.1 Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2 Cite examples of choices people make when resources are scarce</p> <p>6.1.2.EconET.3 Describe how supply and demand influence price and output of products.</p> <p>6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconEM.1 Describe the skills and knowledge required to produce specific goods and services.</p> <p>6.1.2.EconEM.2 Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p> <p>6.1.2.EconEM.3 Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p>6.1.2.EconGE.2</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	People have varying needs and wants and earn, spend, and save money in different ways.	<ul style="list-style-type: none"> • How can we determine a need/want in our daily lives? • What are your needs and wants?
	People can choose to spend or save money for goods and services; this is an important role in spending.	<ul style="list-style-type: none"> • Why and how do life choices affect what a person buys/spends?
	Goods and services are needed in all communities and satisfy people’s needs and wants based on environmental and cultural differences.	<ul style="list-style-type: none"> • How do we obtain what we want and need from our environment?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	A “want” is an optional item, while a “need” is a necessity.	List personal wants and needs and discuss reasons why each is a want vs. a need.

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Unit IV: Needs, Wants, and Economics - Keeping Healthy and Wealthy

<p>Explain why people in one country trade goods and services with people in other countries.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions</p> <p>6.1.2.EconNE.2 Describe examples of goods and services that governments provide.</p> <p>CASEL Core Competencies</p> <p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Accurate self-perception • Recognizing strengths • Self-confidence • Self-efficacy <p><u>Self-Management</u></p> <ul style="list-style-type: none"> • Impulse control • Stress management • Self-discipline • Self-motivation • Goal setting • Organizational Skills <p><u>Social Awareness</u></p> <ul style="list-style-type: none"> • Perspective taking • Empathy • Appreciating diversity • Respect for others 	<p>People have different needs and wants based on location, family, and culture.</p> <p>A good is something that you can purchase. A service is something you do for someone else.</p> <p>Different goods and services are available in different environments.</p> <p>People work and earn income to spend and save money.</p> <p>The importance of saving money for future needs.</p> <p>People in one country trade goods and services with people in other countries.</p>	<p>Engage in discussions about the different needs and wants of individuals based on environment and cultural differences.</p> <p>Distinguish and explain the difference between a good and a service.</p> <p>Identify “1st grade” goods and services.</p> <p>Compare and contrast goods and services produced in varying environments.</p> <p>List jobs that people can do in daily lives to earn rewards and money.</p> <p>Identify something that people want to save money for in their future.</p> <p>Identify different goods and services purchased and traded between countries.</p>
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<p>Relationship Skills:</p> <ul style="list-style-type: none"> • Communication • Social Engagement 	<p>There are times when people trade and barter.</p>	<p>Recognize when people can trade and barter.</p> <p>Demonstrate/role play an appropriate time to trade/barter.</p>
	<p>VOCABULARY: goods and services, trade, economics, survive, money, saving, spending, scarcity, barter, income, volunteer</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Explaining and discussing the difference between goods and services / needs and wants
- Sharing with the class something they want and how they will save money to purchase it. (Example: create a savings plan)
- Selecting items that they need vs want to survive on a deserted island and explaining the reasoning why they made their choices

KEY LEARNING EVENTS AND INSTRUCTION:

- Turn and talk activity wanting to buy something and share with class
- Conduct or create a survey to create choices of wants
- Analyze the importance of saving for future purchases of goods and services
- Identify and make choices between wants and needs
- Describe how people are consumers and producers of goods and services

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- Sort needs/wants and goods/services
- Discuss how the environment and culture affect different needs and wants
- Virtually explore other needs/wants, goods/services from around the world (Example: Inquiry Based Explorations)
- Expose students to a variety of needs, wants, goods, services, and jobs by welcoming family members to school to share
- Participate in a variety of games identifying goods/services and needs/wants

SUGGESTED TIME ALLOTMENT	3 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources:</u></p> <p>Economics:</p> <ul style="list-style-type: none"> • <u>Do I Need It? Or Do I Want It? Making Budget Choices</u> by Jennifer S. Larson • <u>Lily Learns About Wants and Needs</u> by Lisa Bullard • <u>Good and Services</u> by Ellen Mitten • <u>Johnny's Decisions: Economics for Kids</u> by Jeff Felardo • <u>The Bag I'm Taking to Grandma's</u> by Shirley Neitzel • <u>Alexander Who Used to Be Rich Last Sunday</u> by Judith Viorst • <u>Same, Same, But Different-</u> Jenny Sue-Kostecki-Shaw <p><u>Websites:</u></p> <p>Economics:</p> <ul style="list-style-type: none"> • Goods and Service Sort: http://exchange.smarttech.com/details.html?id=8071c7a1-1912-47b0-9baa-f273357963a2 • Economics for Kids: Needs and Wants - YouTube • Economics for Kids: Goods and Services - YouTube • Economics for Kids: Producers and Consumers - YouTube

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| | <ul style="list-style-type: none">• Economics for Kids: Saving and Spending - YouTube• BrainPOP Jr:<ul style="list-style-type: none">○ Good and Services:
https://jr.brainpop.com/socialstudies/economics/goodsandservices/○ Needs and Wants:
https://jr.brainpop.com/socialstudies/economics/needsandwants/○ Saving and Spending:
https://jr.brainpop.com/socialstudies/economics/savingandspending/ |
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Inquiry Based Explorations:

- [National Geographic Kids](#) – Are we there yet video series?
- [Postcards from Buster](#) video series – Traveling around the world

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Unit V: Communities and Maps – Navigating Through the World!

TRANSFER: Utilize maps and technology to navigate through different locations around the world.		
STANDARDS / GOALS: 6.1.2.Geo.HE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. 6.1.2.Geo.SV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2 Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). 6.1.2.Geo.SV.3 Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). 6.1.2.Geo.HE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). 6.1.2.Geo.HE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.HE.4	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Maps convey different types of information.	<ul style="list-style-type: none"> • How and why do we use maps?
	Environmental factors impact where and how people live in various regions.	<ul style="list-style-type: none"> • What makes a location a good place to live? • How are people's lives affected/different based on where they live?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Maps have different physical features. Maps have different and specific purposes. Reading a map/globe requires the use of key features and tools.	Identify different features on a map. Recognize different maps and why they are used. Locate and utilize key features on maps.

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<p>Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.Geo.GI.2 Use technology to understand the culture and physical characteristics of regions.</p> <p>6.1.2.GeoPP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>CASEL Core Competencies Social Awareness</p> <ul style="list-style-type: none"> • Perspective taking • Empathy • Appreciating diversity • Respect for others <p>Relationship Skills:</p> <ul style="list-style-type: none"> • Communication • Social Engagement • Relationship building • Teamwork 	<p>Maps are used to locate various places in the world.</p> <p>Maps can be accessed using technology.</p> <p>Environment affects the activities, homes, and jobs of the people who live there.</p> <p>America consists of rural, urban, and suburban communities.</p> <p>Different regions in New Jersey and the United States have different cultural and environmental characteristics.</p>	<p>Locate town, state, country, and continent on a map.</p> <p>Use technology resources to view and use maps.</p> <p>Demonstrate how different environmental landforms and weather impact where a person may live or visit.</p> <p>Describe the different characteristics of rural, suburban, and urban communities.</p> <p>Identify the community in which they live.</p> <p>List cultural and environmental characteristics of town, (Randolph) state, (New Jersey) and country (United States).</p>
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	<p>VOCABULARY: community, urban, rural, suburban, map, landform, ocean, lake, river, features, town, state, country, continent, Randolph, New Jersey, United States, North America, legend/key, compass rose</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating a map of choice (i.e., town, playground, bedroom) using symbols that are accurately depicted using a map key and including appropriate physical features of the specific environment
- Comparing and contrasting characteristics of urban, suburban, and rural communities using a venn digaram

KEY LEARNING EVENTS AND INSTRUCTION:

- Assemble hierarchy of the world going from smallest to biggest (i.e. – town, state, country, continent, and planet, utilizing Read Aloud Me on the Map.)
- Follow directions to locate items, places, landmarks on a map physically and virtually.
- View and recognize a variety of a maps
- Compare and contrast maps vs. globes
- Locate Randolph, New Jersey, and the United States on a map or globe
- Observe and discuss different environmental features of different regions around the world (Traveling Tuesday)
- Read alouds related to communities, maps/physical features, and different world environments
- Expose students to a variety of people and places around the world by welcoming family members to school to share about their ethnicity
- Create, label, and write about specific types of communities independently or in groups (rural, suburban, urban)
- Collaborate and share community projects with peers

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<ul style="list-style-type: none"> • Take digital photographs or draw school and town features 	
SUGGESTED TIME ALLOTMENT	3 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources:</u></p> <p>Community:</p> <ul style="list-style-type: none"> • <u>A Rainbow of Friends</u> by P. K. Hallinan • <u>The World Makes a Rainbow</u> by Michelle Robinson • <u>This is How We Do It- One Day in the Lives of Seven Kids from Around the World</u> by Matt Lamothe • <u>Love the World</u> by Todd Parr • <u>City Shapes</u> by Diana Murray <p>Maps and Geography:</p> <ul style="list-style-type: none"> • <u>City Dog</u> by Karla Kuskin • <u>Common Ground: The Water, Earth, and Air We Share</u> by Molly Bang • <u>The Lorax</u> by Dr. Seuss • <u>My Map Book</u> by Sara Farelli • <u>Me on the Map</u> by Joan Sweeney • <u>Map Keys</u> by Rebecca Aberg • <u>Follow that Map</u> by Scott Ritchie • <u>Maps and Globes</u> by Jack Knowlton • <u>A Ticket Around the World</u> by Natalia Diaz • <u>There’s a Map on my Lap</u> by Tish Rabi • <u>Natural Geographic Kids World Atlas</u>

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Unit V: Communities and Maps – Navigating Through the World!

Websites:

Community

- [Your Community | Types of Community - Social Studies for Kids | Kids Academy - YouTube](#)
- [What is a Community? | Communities & Neighbors | Social Studies for 1st Grade | Kids Academy - YouTube](#)
- [What Community Are You From? | Communities For Kids - YouTube](#)
- Epic.com: Books on Community

Maps and Geography

- [How to Make a Map | Geography for Kids | Made by Red Cat Reading - YouTube](#)
- [Fifty Nifty United States - YouTube](#)
- [Maps and Directions | Types of Maps | Cardinal Directions | Video for Kids - YouTube](#)
- [Cardinal Directions Song - YouTube](#)
- [Never Eat Soggy Waffles | GoNoodle - YouTube](#)

Inquiry Based Explorations:

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- [Postcards from Buster](#) video series – Traveling around the world