

WEYMOUTH TOWNSHIP SCHOOL

SOCIAL STUDIES CURRICULUM

Grade 1

Adopted: September 2022 BOE Revised and Approved: August 2023

Description

Grade 1 Social Studies focuses on the fundamental concepts of history, government, citizenship, economics, and geography. The focus will be on life in school and at home. Students will learn how schools and families change over time and how they work together to create a cooperative unit. Students will develop an understanding of how they play a role in the classroom community and family unit.

Goals

This course aims to:

- develop the understanding of the importance of school rules and our roles and responsibilities in the school and classroom
- explore and interpret how families help shape who we are through past experiences, beliefs, and traditions
- identify and describe how our decisions affect others at school and at home
- explore how family and school life has changed over time

Materials

Core: TCI - *Social Studies Alive!* My School and Family

Supplemental: Brain Pop Jr.

Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study Duration (Weeks Taught)
1	Civics 5
2	Economics 4
3	Geography 4
4	History 2

Unit 1 Overview

Unit Title: Civics

Unit Summary:

This unit introduces students to life at school. Students will learn about their responsibilities as classmates while they explore ways to get along in school as well as being good helpers. Students will learn reasons for having rules and discuss the consequences of not following them. Lastly, students will identify different types of groups and what makes them special.

Suggested Pacing: 15 lessons

Learning Targets

Unit Essential Questions:

- Why do we need rules?
- How do we ensure that our classroom runs smoothly?
- What are my rights and responsibilities as a member of my class?
- What groups do we belong to?
- Why is it important to learn from one another?

Unit Enduring Understandings:

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The examination of individual experiences and events promotes an understanding of individual and community, and responses to the violation of fundamental rights.
- People must be treated the way they want to be treated.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Evidence of Learning

Formative Assessments: Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

Summative Assessments: Chapter 1 through 5 unit assessments. These assessments include multiple choice questions, multiple select, and open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

Alternative Assessments: Students will have the opportunity to demonstrate their learning by completing a Poster Project.

Objectives (Students will be able to...)	Suggested	Standards
	Key Concepts	
	Assessments	(NJSL)
	(Students will know...)	

<p>Chapter 1: How Do We Get Along in School?</p> <p>Describe responsibilities as classmates while exploring ways to get along in school.</p>	<p>How to predict outcomes of behavior.</p> <p>The responsibilities to one another in the school community.</p> <p>The benefits of cooperating in school.</p> <p>Show how two people can get along. Write a sentence and draw a matching picture.</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>
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	<p>What it means to play fairly and be a good sport.</p> <p>Vocabulary: good sport, listen, play fairly, share, take turns, talk</p> <p>Interdisciplinary Connections: SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p>Chapter 2: Why Is It Important to Learn from Each Other?</p> <p>Discover the importance of learning from and accepting one another.</p>	<p>How to identify similarities and differences among classmates.</p> <p>How to compare and contrast classmates' personal preferences and talents.</p> <p>Different categories classmates could be in according to their special talents.</p> <p>The costs and benefits of different choices.</p> <p>Vocabulary: alike, different, learn</p> <p>Students will interview a classmate. Create a poster which shares interesting facts about a classmate.</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.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>Interdisciplinary Connections: SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>

<p>Chapter 3: Why Do Schools Have Rules?</p> <p>Learn about the reasons for having rules.</p>	<p>The purpose and benefits of having rules at school.</p> <p>How to compare rules at home with rules at school and laws in the community.</p> <p>The consequences of following and breaking rules.</p> <p>Vocabulary: fair, rule, safe</p> <p>Come up with a rule. Draw pictures of what happens when the rule is followed and not followed.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</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.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p>
<p>Chapter 4: How Are We Good Helpers at School?</p> <p>Discover that students can make valuable contributions at school by helping others, respecting property, being positive and solving problems.</p>	<p>How to make decisions about the best way to be a good citizen.</p> <p>The characteristics of being a good citizen.</p> <p>Vocabulary: Golden Rule, respect, responsibility</p> <p>Describe what being a leader at school looks like. Draw a picture to go along with it.</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>Interdisciplinary Connections: SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p>
<p>Chapter 5: What Groups Do We Belong To?</p> <p>Describe different types of groups individuals belong to and what makes each group unique and special.</p>	<p>How to identify family, school, and community groups.</p> <p>Different groups according to specified criteria.</p> <p>How to apply knowledge about groups to one's own life.</p> <p>Vocabulary:</p> <p>Draw and label each type of group that you belong to. Write why those groups are special.</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>Interdisciplinary Connections:</p>

community, family, group

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Unit 2 Overview

Unit Title: Economics

Unit Summary:

In this unit, students will learn that families and school workers are special in different ways. Students will learn about the typical duties of school workers and discover how each contributes to the school community. They will learn what families need and want, and the difference between the two. Students will learn about ways family members care for each other by helping each other, sharing knowledge, and spending time together. Lastly, students will learn the difference between neighborhood and neighbors, while characterizing what behaviors good neighbors have.

Suggested Pacing: 12 lessons

Learning Targets

Unit Essential Questions:

- How can we ensure our school runs smoothly?
- How do families prioritize their needs and wants?
- How do family members fulfill their different roles and responsibilities?
- What do good neighbors do?

Unit Enduring Understandings:

- Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes.
- People make decisions based on their needs, wants and the availability of resources. • Personal and family history is a source of information for individuals about the people and places around them.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

Evidence of Learning

Formative Assessments: Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

Summative Assessments: Chapter 6 through 9 unit assessments. These assessments include multiple choice questions, multiple select, and open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

Alternative Assessments: Students will have the opportunity to demonstrate their learning by completing a Family Shield.

Objectives (Students will be able to...)	Suggested Assessments		Standards (NJSL)
Key Concepts (Students will know...)			
Chapter 6: Who Works at Your School? Learn about typical duties of school workers (principal,	How to make inferences about a person's job from video images. To make an inference, you must include supporting evidence.	Write a personalized thank you letter to a service worker at your school. Provide a matching picture.	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.

custodian, teacher, and secretary) and how each contributes to the school community.	The contributions of service providers in the school. Vocabulary: income, job, service, skills	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). Interdisciplinary Connections: RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Career Readiness, Life Literacies, and Key Skills: 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
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<p>Chapter 7: What Do Families Need and Want?</p> <p>Learn what families need and want.</p>	<p>Needs are things we must have to live and wants are things that would be nice to have.</p> <p>Food, clothing, and shelter are needs each family has.</p> <p>People use money to buy goods and services in markets.</p> <p>How to explore the choices people make when buying needs and wants.</p> <p>The jobs people do to earn money to meet their needs and wants.</p> <p>How to identify items a family might need and want while away from home.</p> <p>Vocabulary: goods, market, need, price, shelter, want</p>	<p>Write how to spend your money.</p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>Include your reasoning for your purchase by using vocabulary words.</p> <p>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).</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>Interdisciplinary Connections:</p> <p>1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>Career Readiness, Life Literacies, and Key Skills:</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>Computer Science and Design Thinking:</p> <p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p>
<p>Chapter 8: How Do Family Members Care for Each Other?</p> <p>Learn about ways family members care for each other.</p>	<p>How to provide examples of one's own family activities to relate new concepts to personal experience.</p> <p>Ways to show caring within a family system by completing chores.</p> <p>How to use reasoning skills to place different chores in chronological order.</p>	<p>Draw and write three chores you can do to show your family you care.</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.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts</p>

	Vocabulary: bond, chore	are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
Chapter 9: What Do Good Neighbors Do? Learn about neighborhoods and what behaviors make a good neighbor.	The concepts of neighborhood and neighbors. How to identify the types of behavior that characterize good neighbors.	Share information about your neighbor by drawing their picture, sharing their name, and one thing you like about them. 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

	How To Evaluate Behaviors And choose those that illustrates way of being neighborly. Vocabulary: neighbors, neighborhood	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). Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.3: Use Variety Of Types Of thinking to solve problems (e.g., inductive, deductive).
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Unit 3 Overview	
Unit Title: Geography	
Unit Summary: In this unit, students will develop map making skills that will correlate into how families are special in different ways. Students will explore their classroom and develop map skills by creating a classroom map. Then, students will learn about the different family members, types of homes, and activities families can participate in. Students will learn how geography can affect the way families live. Lastly, they will learn about their family traditions and the traditions of others.	
Suggested Pacing: 12 lessons	
Learning Targets	

Unit Essential Questions:

- How can we use maps to help us understand the world around us?
- What makes a family?
- How are families unique?
- How do family traditions shape who we are as individuals?
- How does geography affect how individuals live?

Unit Enduring Understandings:

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Personal and family history is a source of information for individuals about the people and places around them.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- The geography of areas impact the way a particular group of people may live by being affected by weather, activities, transportation, etc.

Evidence of Learning

Formative Assessments: Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

Summative Assessments: Chapter 10 through 13 unit assessments. These assessments include multiple choice questions, multiple select, and open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

Alternative Assessments: Students will have the opportunity to demonstrate their learning by completing a Family Fun Map.

Objectives <small>(Students will be able to...)</small>	Suggested Standards (NJSLs)	
	Key Concepts <small>(Students will know...)</small>	Assessments
Chapter 10: What Is a Map? Learn what maps are and how to use them.	How to read a classroom map. A compass rose determines the direction.	Use what you have learned about a compass rose, directions, and a map key to complete a map puzzle. 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

	<p>Cultural and environmental characteristics of a place.</p> <p>How weather, climate, and other environmental characteristics affect people's lives.</p> <p>How to identify facts and concepts associated with a supporting question.</p> <p>Vocabulary: landform, resource</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>Interdisciplinary Connections:</p> <p>1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.</p>
<p>Chapter 13: What Are Family Traditions?</p> <p>Explore their own family traditions and learn about the traditions of others.</p>	<p>How to compare and contrast one's own family traditions with the traditions of other families.</p> <p>A tradition associated with a particular part of the world.</p> <p>Fun family traditions from all over the world.</p> <p>How family traditions reflect local and regional cultures.</p> <p>Vocabulary: celebrate, holiday, tradition</p>	<p>Draw and write about a special tradition you celebrate with your family.</p> <p>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).</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>Interdisciplinary Connections:</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>

Unit 4 Overview	
Unit Title: History	
Unit Summary:	<p>In this unit, students will learn about changes in schools and families. Students will compare schools of long ago to schools of today. Students will also learn how families can change over time by discovering what life would have been like when members of a family were kids.</p>
Suggested Pacing: 6 lessons	
Learning Targets	

Unit Essential Questions:

- How are classrooms unique?
- How have classrooms evolved over time?
- How do families change over time?

Unit Enduring Understandings:

- The physical environment can both accommodate and be endangered by human activities.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The cultures with which an individual or group identifies changes and evolves in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their culture and their individual point of view.

Evidence of Learning

Formative Assessments: Preview Activity, Vocabulary Activity, Hands-On Activity, Show What You Know

Summative Assessments: Chapter 14 and 15 unit assessments. These assessments include multiple choice questions, multiple select, and open ended questions that assess student understanding of the objectives and NJ Student Learning Standards listed below.

Alternative Assessments: Students will have the opportunity to demonstrate their learning by completing a History Poster.

Objectives <small>(Students will be able to...)</small>	Suggested Assessments Key Concepts <small>(Students will know...)</small>	Standards (NJSL)
<p>Chapter 14: What Was School Like Long Ago?</p> <p>Compare and contrast past and present community life with an emphasis on schooling, childrens' lives, and transportation.</p> <p>Sequence a series of life events using a simple timeline.</p>	<p>How to predict uses of pictured historical artifacts.</p> <p>Past and present school life, with an emphasis on schoolhouses, classrooms, classwork, and children's lives.</p> <p>How to analyze primary source photographs to make inferences about school life long ago.</p> <p>Vocabulary:</p>	<p>Compare what school was like long ago to what school is like today.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</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.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p>

	classwork, past, schoolhouse
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		<p>Computer Science and Design Thinking: 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p>
<p>Chapter 15: How Do Families Change over Time?</p> <p>Learn about ways families change over time.</p>	<p>Ways families change over time. Create a timeline to show how your family has changed.</p> <p>Responsibilities and activities that change as a child grows older.</p> <p>Reasons for changes in family size.</p> <p>How to compare old and new ways of doing work.</p> <p>How to predict future changes in a family.</p> <p>Vocabulary: change, grow, move</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.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.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>Computer Science and Design Thinking: 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p>

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit.

21st Century Life and Career Skills

X	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.

	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning Summative and Benchmark Assessments	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Interactive Notebook TCI Online Activities Class work/participation Critical Thinking Skill Activity Field Trip (virtual) Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

<p>Instructional Delivery</p> <p>Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:</p> <ul style="list-style-type: none"> ● Direct instruction/demonstration ● Interactive/Guided reading strategies ● Cooperative learning activities ● Digital activities including videos, games, assessments ● Research projects and Presentation projects ● Small Group Instruction ● Share Examples ● Visual Aids ● Modeled, Shared, and Independent Activities ● Active Learning ● Literature Activities

- Art Projects

Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers
 Alternative Assessments
 Goal Setting with Students
 Homework Options
 Frequent Breaks
 Tests Read Aloud
 Color Coded Assignments
 Cooperative Learning
 Picture Vocabulary Wall
 Anchor Charts of Concepts
 Personal Maps
 Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted & Talented
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk Small group instruction/Assessments Repeat Verbal Instructions Seating Accommodations Extended Time for Assessments/Modified Assessments Guided Practice	In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula: <ul style="list-style-type: none"> • Interdisciplinary connections (N.J.A.C. 6A:8-1.1) • 21st century themes and skills (N.J.A.C. 6A:8-1.1)*

	<ul style="list-style-type: none"> ● Holocaust and genocides (N.J.S.A. 18A:35-28)* ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)* ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● Asian American, Pacific Islander history and contributions (J.S.A 18A:35-4.44) <p>Elementary Social Studies Requirements</p> <ul style="list-style-type: none"> ● Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)
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Internet Resources

National Atlas and Map Maker <http://nationalatlas.gov/>

United States Census Bureau http://factfinder.census.gov/home/saff/main.html?_lang=en

National Park Service <http://tpd.cr.nps.gov/nhl/>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem/>

Teaching History - www.teachinghistory.org - Provides lesson plans, primary sources, and resources for teaching history effectively.

Library of Congress - www.loc.gov -Offers a vast collection of primary sources and teaching materials for U.S. history and social studies.

PBS Learning Media - www.pbslearningmedia.org - Features a wealth of educational videos, interactive lessons, and primary source materials for social studies.

Smithsonian Education - www.smithsonianeducation.org - The Smithsonian Institution offers a wide range of educational resources, including lesson plans and interactive activities related to history and culture.

Textbook Supplements www.tci.com