CURRICULUM

FOR

SOCIAL STUDIES

GRADE 1

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Social Studies
Grade 1

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Social Studies: Grade 1

PACING GUIDE

Unit	Title	Pacing
1	Citizenship and Respect	10 weeks
2	Our Community: Applying Map and Globe Skills in Everyday Life	10 weeks
3	Celebrating America: Cultural Traditions and Holidays	10 weeks
4	People and Money	10 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.

	• Provide written and oral instructions. • Differentiate reading levels of texts (e.g., Newsela). • Shorten assignments. • Read directions aloud to student. • Give oral clues or prompts. • Record or type assignments. • Adapt worksheets/packets. • Create alternate assignments. • Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. • Allow student to resubmit assignments. • Use small group instruction. • Simplify language. • Provide scaffolded vocabulary and vocabulary lists. • Demonstrate concepts possibly through the use of visuals. • Use manipulatives. • Emphasize critical information by highlighting it for the student. • Use graphic organizers. • Pre-teach or pre-view vocabulary. • Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. • Provide audio versions of the textbooks. • Highlight textbooks/study guides. • Use supplementary materials. • Give assistance in note taking • Use adapted/modified textbooks. • Allow use of computer/word processor. • Allow student to answer orally, give extended time (time-and-a-half). • Allow tests to be given in a separate location (with the ESL teacher). • Allow additional time to complete assignments and/or assessments. • Read question to student to clarify. • Provide a definition or synonym for words on a test that do not impact the validity of the exam. • Modify the format of assessments. • Shorten test length or require only selected test items. • Create alternative assessments. • On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Citizenship and Respect

Target Course/Grade Level: Social Studies-Grade 1

Unit Summary: In this unit, students will investigate what it means to be a good citizen. They will gain an understanding as to why we need rules and laws and how they relate to getting along with others. Students will inspect different cultures and traditions from around the country and world as they compare how aspects of daily life have changed over time. (AAH, AAPI)

Approximate Length of Unit: 10 weeks (one marking period)

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
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
6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
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.
6.1.2.CivicsPI.6: Explain what government is and its function.
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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.
6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
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).
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

History:

6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make

inferences about why

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2: Explain the importance of respecting digital content of others.
9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts:

RI.1.1. Ask and answer questions about key details in a text.
RI.1.2. Identify the main topic and retell key details of a text.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus,icons) to locate key facts or information in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7. Use the illustrations and details in a text to describe its key ideas.
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6. Produce complete sentences when appropriate to task and situation.

Unit Understandings:

Students will understand that...

- Why rules and laws are important.
- How rules and laws help us stay safe.
- How people can learn to get along with each other.
- The reasons why people vote.
- What are the qualities of a person who demonstrates good citizenship.
- Daily life has changed over time.
- Many cultures have shaped our country.

Unit Essential Questions:

- What are the rights and responsibilities of citizens?
- How do rules and laws help us?
- Who helps us follow rules and laws?
- What are some ways we can get along with other people?
- Why do we vote?
- Why is it important to understand other cultures?
- How has daily life changed?
- What are customs?

Knowledge and Skills:

Students will know...

- Key Terms: Citizen, Community, Democracy, Law, Past, Respect, Responsibility, Rights, Voting, Culture, Custom, Tradition
- Key People: Susan B. Anthony, Thurgood Marshall, Jonas Salk, Sonia Sotmayor, Sequoya (AAH)
- The importance of understanding other cultures.
- How daily life has changed over time.
- Rules and laws help us.
- The importance of getting along with others.
- The importance of holidays and the reasons various holidays are celebrated.

Students will be able to...

- Determine what makes a good rule or law.
- Explain how people solve problems and reach fair decisions.
- Explain how and why citizens vote.
- Identify and explain important classroom rules.
- Identify ways people can treat each other with respect.
- Compare and contrast everyday life across time and place.
- Describe how the present is connected to the past.
- Explain the ways diverse individuals are all part of the same community. (AAH, AAPI, LGBTQ+/D)
- Analyze sources of information.
- Analyze visuals.
- Analyze multiple perspectives.
- Inspect, find evidence and make connections.
- Interpret the information on a map.
- Identify problems and solutions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation.
- Classroom discussion.
- Rule-following behaviors exhibited by each student.
- Students setting behavior examples.
- Students distinguish between rewards and consequences.
- End of unit reflection/response.
- Inquiry Project "A New Country"

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Draw and write about an important rule.
- Write a sentence and draw a good way to get along.
- Identifying community signs: stop, yield, do not enter, crosswalks, etc.
- Identifying workers around the school/community responsible for carrying certain rules/law/order.
- Classroom discussions.

- Draw and label a picture of a person helping others.
- Participate in a mock election and chart/graph the results.
- Using a graphic organizer, compare and contrast the responsibilities children had long ago and the rights children have today.
- Role-play in classrooms depicting appropriate rules –following behaviors such as respecting other people's belongings, taking turns, and being a good classroom citizen.
- Students will summarize what it means to be a good citizen.
- Daily repetition of classroom rules and consequences.
- Classroom jobs/tasks.
- Community workers as guest speakers
- Think/Pair/Share
- Written expression and craft activities
- Read alouds
- Centers

RESOURCES

Teacher Resources:

- Books/stories related to following rules and laws
- Puppets to assist in role play and center activities
- Dress-up clothes to use as play options depicting community officers
- Online resources
- IMPACT Social Studies Teacher's Edition
- IMPACT Social Studies Research Companion (online)
- IMPACT Explorer Magazine
- Scholastic News
- BrainPOPJr.
- Raz Kids
- IMPACT News
- IMPACT Videos
- IMPACT Song Connections
- IMPACT Foldables
- Be a Social Studies Detective
- Explore Primary Sources
- LBD-Free to Be You and Me
- LBD-Going to School

Equipment Needed:

- Laptop/Chromebook/iPad
- Smartboard/Projector

- Dress up clothes
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Our Community: Applying Map and Globe Skills in Everyday Life

Target Course/Grade Level: Social Studies-Grade 1

Unit Summary: In this unit, students will investigate maps and globes and how and why we use them. Students will gain an understanding of where their community is located within the state, the country and the world. They will explore how location and resources impact a community. Finally, students will understand how discovering history helps them to learn about our community and the world today.

Approximate Length of Unit: 10 weeks (one marking period)

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

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

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Geography:

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: Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions

Economy:

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.

6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

History:

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.

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.
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.
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).
6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7. Use the illustrations and details in a text to describe its key ideas.
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6. Produce complete sentences when appropriate to task and situation.

Unit Understandings:

Students will understand that...

- Maps and globes help to find locations on earth.
- There are similarities and differences between maps and globes.
- Maps have a map key and symbols.
- Weather and location affect how we live.
- Weather can be different based on location.
- There are four seasons.
- Neighborhoods look different in different places.
- There are different types of communities (city, suburb, town).
- Learning about history helps us understand the world today.
- People from many cultures shape our country and legends teach us about history.
- Historical people play an important role in shaping our history.
- The accomplishments of historical people in our history have helped us evolve as Americans and have influenced our American identity and communities.

Unit Essential Questions:

- How can we describe where we live?
- What can we learn from different kinds of maps?
- How do we use maps and globes?
- Where is our community in the state?
- What does my neighborhood look like?
- How do location and weather affect us?
- How can we discover history?
- How has daily life changed?
- How do important people in our history help you understand what life was like in the past?
- What are some legends from the past?

Knowledge and Skills:

Students will know...

- Key Terms: Address, Border, Capital, Continent, Environment, Globe, Location, Neighborhood, Symbols, Transportation
- Key People/Places: Rahway, New Jersey, United States, Meriweather Lewis & William Clark, Sacagawea, Martin Behaim, Map Makers
- The features of a map including a key and compass rose.
- How to apply map and globe skills in everyday life.
- Weather can be different based on location.
- Weather is associated with four seasons.
- Some of the important historical figures who helped to shape our community and country.
- The importance of holidays and the reasons various holidays are celebrated.

Students will be able to...

- Describe information on a map, including their relation to one another.
- Describe the information that each type of map provides.
- Locate New Jersey on a map of the United States.
- Identify different ways to locate and describe our community.
- Describe the type of community we live in.
- Show where our community is located using maps and drawings.
- Engage in conversations about how to best use available maps.
- Identify cause and effect.
- Analyze sources of information.
- Analyze visuals.
- Analyze multiple perspectives.
- Inspect, find evidence and make connections.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation.
- Classroom discussion.
- End of unit reflection/response.
- Project: Students will create a poster about a historical person, listing his or her accomplishments in our American history. Students will give an oral presentation about their historical person to the whole class. (AAH, AAPI)

- Writing: Students will illustrate and write about an important person in our history. (AAH, AAPI)
- Inquiry Project "Where We Live"

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Create a map of the school using symbols, a map key, and a compass rose.
- Draw a map of New Jersey. Add the state name and capital. Use symbols and a map key to show water and land.
- Using a Venn Diagram, compare and contrast maps and globes.
- Using a graphic organizer, identify the cause and effect of weather.
- List: Students will list different types of maps
- Map activity: Students will create a map of their home.
- Writing: Students will pick a historical person in history and write about their accomplishments. (AAH, AAPI)
- List: Students will make a Venn Diagram comparing and contrasting 2 historical people.(AAH, AAPI)
- Writing: Students will write a creative story about an adventure they took and how they had to use a map. OR Students will look at a map or globe and locate a place they would like to visit. Students will draw what the place might look like and write about it.
- Think/Pair/Share
- Written expression and craft activities
- Read alouds
- Centers

RESOURCES

Teacher Resources:

- Books/stories related to past and present
- Books/biographies of historical people
- Online resources
- IMPACT Social Studies Teacher's Edition
- IMPACT Social Studies Research Companion (online)
- IMPACT Explorer Magazine
- Scholastic News
- BrainPOPJr.
- Raz Kids
- IMPACT News
- IMPACT Videos
- IMPACT Song Connections

- IMPACT Foldables
- Be a Social Studies Detective
- Explore Primary Sources
- LBD- Neighborhood News
- LBD- Weather Wonders

Equipment Needed:

- Laptop/Chromebook/iPad
- Smartboard/Projector
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Celebrating America: Cultural Traditions and Holidays

Target Course/Grade Level: Social Studies-Grade 1

Unit Summary: In this unit, students will explore cultural traditions and holidays from our country and around the world. Students will understand that cultures include traditions, popular beliefs and values that are generally accepted by a group of people. Students will learn that the United States is made up of different cultural groups that have evolved over time. Students will investigate the symbols, monuments, holidays, and people we celebrate as part of our American culture.

Approximate Length of Unit: 10 weeks (one marking period)

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

6.1.2.CivicsPI.6: Explain what government is and its function.
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
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.
6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsPR.1: Determine what makes a good rule or law.
6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

History:

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
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.
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.
6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
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.
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).
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).
6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

English Language Arts:

RI.1.1. Ask and answer questions about key details in a text.
RI.1.2. Identify the main topic and retell key details of a text.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7. Use the illustrations and details in a text to describe its key ideas.
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6. Produce complete sentences when appropriate to task and situation.

Unit Understandings:

Students will understand that…

- Traditions are a pattern of thoughts or actions passed down throughout the years.
- Holidays play an important role in American lives.
- Monuments and symbols help us remember our country's past as well as connect us to our present and future as Americans.
- Cultures include traditions, popular beliefs and values that are generally accepted by a group of people.
- The United States is made up of many different cultural groups that have evolved over time.

Unit Essential Questions:

- How do we celebrate our Country?
- Why do Americans celebrate Independence Day?
- How does the Constitution help our country?
- What is a tradition?
- How are monuments connected to events in our history?
- What do national and state symbols mean?
- How have many cultures shaped our country?
- How do traditions bring us together?
- How does the past shape our lives?
- How do we celebrate important people and events?

Knowledge and Skills:

Students will know...

- Key Terms: Constitution, Bill of Rights, Amendment, Celebrate, Colony, Document, Equality, Government, Holiday, Independence, Monument,Culture, Custom, Tradition
- Key People/Places: Statue of Liberty, White House, Benjamin Franklin, Harriet Tubman, Theodore Roosevelt, George M. Cohan, Amelia Earhart, Jackie Robinson, Michelle Kwan (AAH, AAPI)
- Events that happened in the past affect our lives today.
- People in the past shape our future.
- Important monuments, symbols, holidays and people in our country and why we celebrate them.
- Traditions are a pattern of thoughts or actions passed down throughout the years.
- Many different cultures have shaped our country.

- Historical documents and events have influenced our present day government because we have freedom of speech and live in a democratic society.
- The United States and New Jersey were created by key historical events.

Students will be able to...

- Explain why colonists wanted independence.
- Discuss why Independence Day is an important holiday.
- Analyze different national and state symbols and explain what each one means.
- Connect important national monuments to the people and events they represent.
- Identify and explain how the Constitution helps our country.
- Identify and describe country and state symbols and monuments.
- Explore how the United States government works.
- Explore different holidays and learn why they are important.
- Describe different cultures in the United States. (AAH, AAPI)
- Compare customs and traditions of various groups of people and discuss how they are alike and different. (AAH, AAPI, LGBTQ+/D)
- Describe how the present is connected to the past.
- Explain the ways diverse individuals are all part of the same community. (AAH, AAPI, LGBTQ+/D)
- Interpret the information on a map.
- Identify problems and solutions.
- Analyze sources of information.
- Analyze visuals.
- Analyze multiple perspectives.
- Inspect, find evidence and make connections.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation.
- Classroom discussion.
- Writing that lists an important holiday, monument and symbol.
- End of unit reflection/response.
- Inquiry Project: "My Book Celebrating America" or "Sharing Traditions"

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Define independence and write about why colonists wanted it.
- Complete sequence of events graphic organizer- Topic: The Colonies of England
- Write about it. Complete sentences about the Constitution and the Bill of Rights.
- Draw and write about a monument.
- Draw your favorite symbol and write why it's your favorite.
- Write an invitation to a holiday celebration, explaining why and how the holiday is celebrated.
- Draw a picture to show something about your own culture.
- Analyze a timeline.
- Internet research about cultural traditions.
- Map activity to show where different monuments and symbols are located.
- Think/Pair/Share
- Written expression and craft activities.
- Read alouds
- Centers

RESOURCES

Teacher Resources:

- Books/stories related to following cultural traditions and holidays
- Puppets to assist in role play and center activities
- Dress-up clothes to use as play options
- Online resources
- Books/biographies of historical people
- Online resources
- IMPACT Social Studies Teacher's Edition
- IMPACT Social Studies Research Companion (online)
- IMPACT Explorer Magazine
- Scholastic News
- BrainPOPJr.
- Raz Kids
- IMPACT News
- IMPACT Videos
- IMPACT Song Connections
- IMPACT Foldables
- Be a Social Studies Detective
- Explore Primary Sources

Equipment Needed:

- Laptop/Chromebook/iPad
- Smartboard/Projector
- Dress up clothes
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: People and Money

Target Course/Grade Level: Social Studies-Grade 1

Unit Summary: This unit will help students understand the different jobs people do to provide goods and services. Students will learn why people work, how work has changed over time, and how different goods and ingredients come from all over the country. Students will learn about wants and needs and how that applies to them when making good choices.

Approximate Length of Unit: 10 weeks (one marking period)

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

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.
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Geography:

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

Economy:

6.1.2.EconET.1: Explain the difference between needs and wants.
6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
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).
6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced

abroad and sold domestically.
6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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English Language Arts:

RI.1.1. Ask and answer questions about key details in a text.
RI.1.2. Identify the main topic and retell key details of a text.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7. Use the illustrations and details in a text to describe its key ideas.
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6. Produce complete sentences when appropriate to task and situation.

Unit Understandings:

Students will understand that...

- Different jobs provide different goods and services.
- Different goods and ingredients come from all over the country.
- People in a community earn and spend money.
- Money is different in other countries.
- Some jobs have changed over time.
- There is a connection between work and earning money and buying goods.

Unit Essential Questions:

- Why do people work?
- What are goods and services?
- How and why do people trade?
- What are some things you could do to earn money?
- What kinds of jobs do people have?
- How has work changed?
- How are wants and needs different?
- How do people use money?
- How do people decide what to buy with the money they earn?

Knowledge and Skills:

Students will know...

- Key Terms: Invent, History, Present, Museum, Consumer, Equipment, Goods, Needs, Producer, Scarcity, Services, Trade, Volunteer, Wants
- Key People: Henry Ford, Thomas Edison, Jane Goodall, Katherine Johnson, Cesar Chavez, Jacob Lawrence (AAH)
- How jobs have changed over time.
- The difference between supply and demand.
- Goods and services that are provided by various jobs.
- The difference between wants and needs.
- What it means to make money.
- The names and amounts of American coins.
- The purpose of trade and how it helps consumers.
- Different types of transportation by air, land, and sea.

Students will be able to...

- Describe goods and services and tell how they are different from one another.

- Engage in the concept of trade.
- Compare jobs in the past to jobs today and explain how they have changed.
- Explore the kinds of jobs people do.
- Explain why communities need certain jobs.
- Describe different needs and wants and how to choose between them.
- Identify goods and services and the difference between them.
- Describe trade and how it helps consumers.
- Classify things by needs and wants.
- Interpret the information on a map.
- Analyze sources of information.
- Analyze visuals.
- Analyze multiple perspectives.
- Inspect, find evidence and make connections.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation.
- Classroom discussion.
- End of unit reflection/response.
- Project: Students will research a job they would like to have and present what they learned to the class.
- Inquiry Project: "Classroom Market"

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Internet research: Students will research jobs and careers.
- Graphic Organizer- Explore Key Details About Goods and Services
- Writing: Name a good and a service and explain why they are different.
- Activity: Pretend you did a chore and earned money. Draw a picture of a good you would buy with the money you earned from working hard.
- Write about different places people can work.
- Graphic Organizer: Fact and Opinion
- Graphic Organizer: Classify Needs and Wants
- Write about a job and how it has changed from the past.
- Think/Pair/Share

- Written expression and craft activities
- Read alouds
- Centers

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Teacher Resources:

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- Be a Social Studies Detective
- Explore Primary Sources
- LBD-Earth Explorers

Equipment Needed:

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