

Barrington  
School District

Haddon Heights  
School District

Lawnside  
School District

Merchantville  
School District

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**Course Name: Social Studies**

**Grade: 1**

**Board Approved: August 2018**

\*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

for  
Social Studies  
INTRODUCTION

### Social Studies

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, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

### Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.<sup>2</sup>

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences,

and respect for diversity.

· In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

· In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

· In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

### **Revised Standards**

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

### ***The Role of Essential Questions***

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

#### **A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

#### **B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**Organization of the Standards**

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand

6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Timeframe Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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**STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Unit 1: Being a Good Citizen**

ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)	
<ul style="list-style-type: none"> <li>★ 6.1.4.A.1- Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> <li>★ 6.1.4.A.9, 10- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ Demonstrate and identify positive traits of a good citizens in their classroom, home and community (focus on fair play, good sportsmanship, treating others with respect, tell the truth).</li> <li>★ Make decisions based on information.</li> <li>★ Differentiate between points of view held by self and others.</li> <li>★ Participate in groups and democratic society (decision making, voting, sharing their opinion).</li> <li>★ Follow oral and written directions.</li> <li>★ Help others in their classroom, home and community.</li> <li>★ Practice self control and taking responsibilities for their actions.</li> <li>★ Determine cause and effect relationships.</li> </ul>	
	<b>MEANING</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>★ Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.                             <ul style="list-style-type: none"> <li>○ Rules are made so that everyone is treated fairly.</li> <li>○ Good citizens help make decisions in their classroom by voting when the chance is provided.</li> </ul> </li> <li>★ Good citizens show a variety of positive traits.</li> <li>★ Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>★ What does a responsible citizen do and think?</li> <li>★ What are some traits of a good citizen?</li> <li>★ Why are rules necessary?</li> <li>★ Why do people vote?</li> <li>★ Why is Martin Luther King, Jr. a good citizen?</li> </ul>

**Unit 1: Grade 1 - Lessons**

★ **Lesson 1 (6.1.4.A.1)- Going to School and Our Classroom Community**

- Discuss the importance of purpose of coming to school.
- Get to know you activities (suggestions: “Me Bags” to share throughout the first two weeks of school)
- Suggested Class Activity: Read aloud the book, *Swimmy*, by Leo Lionni. Discuss how the fish in the story had to cooperate to survive. Ask each child to write on a fish cutout ways that he/she can work well with others in the classroom. (can be displayed in class or create a classbook)

★ **Lesson 2 (6.1.4.A.1)- Why Do We Have Rules?**

- Discuss the importance of rules and consequences (Read aloud suggestions in resources below)
- Create class T Chart with a column for things that would make our school a better place if everyone did them, and things that would not make our school a very nice place to be if everyone did them.
- Suggested Class Activity: What Could Happen Next? (Use as a prompt for discussion, role playing, drawing, or writing.) Ask students to discuss, draw, role play, or write in response to the following questions (this is a short list, you can add other examples):
  - *You find a toy on the playground. What could happen next?*
  - *Everybody is in a hurry. A kid near you trips and falls down. What could happen next?*
  - *Your teacher asks the class to be quiet after somebody said something really funny. What could happen next?*
  - *You borrowed a pencil from the teacher's or a friend and lost it. What could happen next?*
  - *You think somebody is being cruel by making fun of a kid on the playground. What could happen next?*

★ **Lesson 3 (6.1.4.A.1)- Our Class Rules**

- Create a list of rules for the classroom and explain to the first graders that the class is a community.
- Ask students: What rules will we need in our classroom this year to make sure everyone stays safe, is able to learn, and feels cared about in the classroom?
- Begin to brainstorm a list of preliminary rules together, framed in the positive (ex. Positive: talk to others in a respectful way Negative: don't yell at anyone)
- From this list of rules created as a class guide students to group rules together until you have agreed upon rules for your classroom.
- Students can illustrate rules create by the classroom (can be used as mini-book for each individual or class book students can access).

★ **Lesson 4 (6.1.4.A.1; 6.1.4.A.15)- Being a Good Citizen**

- Discuss the five traits of a good citizen: respect, courage, responsibility, compassion and honesty. Use simple terms and examples. Read aloud and discuss what is a good class citizen
- Suggested Class Activity: Use chart paper to create a set of concentric circles to show that they are part of smaller communities such as their family and school community, and they are part of larger communities, such as their state and country. Model how to fill in the empty circle of the graphic organizer **ATTACHED PDF OF THIS PAGE FROM CIVICS BOOK**

★ **Lesson 5 (6.1.4.A.1; 6.1.4.A.15)- Good Citizens Have Self-Control**

- Read aloud and discuss Lily's Purple Plastic Purse by Kevin Henkes. Stop and discuss throughout the book how Lily's behavior may be affecting the rest of the class.
- Suggested Class Activity: Provide students with a piece of colored construction paper to make a purse or wallet like Lily. Fold paper “hot-dog style” (long ways). Open the paper and label it in the format of a T-Chart with headings “Peaceful Behavior” and “Not Peaceful”. Complete as class or use as individual activity (scaffold as needed by either providing examples and students record or students have to create their own)

★ **Lesson 6 (6.1.4.A.1; 6.1.4.A.15)- Good Citizens Show Empathy**

- Day 1: Suggested Class Activity: Read and discuss the story *Chrysanthemum* by Kevin Henkes. Have them turn and talk to a partner about a time when they were teased like *Chrysanthemum* was and how it made them feel. Define empathy for students as when they can imagine how someone feels because they have had the same or a similar experience. Empathy card activity (in small groups or whole group) **ATTACH EMPATHY CARD PDF**
- Day 2: Read *How Full is Your Bucket? For Kids* by Tom Roth and Mary Reckmeyer. Create a T Chart with “Drip, bucket dippers” and “Plop, Bucket fillers”. Complete chart with specific examples from the story.

★ **Lesson 7 (6.1.4.A.1; 6.1.4.A.15)- Good Citizens Show Respect for ourselves, others and things.**

- Read aloud and discuss book about respect. Discuss how we show respect in three different ways (respect for others, ourselves and for property/ things)

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>★ <b>Pre-Assessment:</b> Assess prior knowledge of what a good citizen is.                             <ul style="list-style-type: none"> <li>○ Students will create an illustration and complete the sentence frame, "I can make school a safe and fun place to learn by _____."</li> </ul> </li> <li>★ <b>Create a <u>good citizen mind map</u></b> (as a class or individually, can also be used as a post assessment). Suggested text for the center of the mind map: "A good citizen demonstrates", then bubbles branching out with each of the above 5 traits. Continue to refer back to this and add to it in lessons 5-10.</li> <li>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</li> <li>★ Exit/entrance tickets</li> <li>★ Independent work from lessons</li> <li>★ Homework</li> </ul>		<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Create a <u>good citizen mind map</u></b></p> <ul style="list-style-type: none"> <li>-Suggested text for the center of the mind map: "A good citizen demonstrates", then bubbles branching out with each of the above 5 traits.</li> <li>-Students will write or draw in each bubble to complete the mind map.</li> <li>-This can also be used as a reflection at the end of each good citizen trait lesson.</li> </ul> <p><i>*see below performance tasks for additional assessment ideas.</i></p>	
Alternative Assessments			
Evaluative Criteria		Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p><a href="#">Sample Citizenship Unit Rubric</a></p> <p><b>4 - Innovating:</b> <i>I can do this consistently and at a level about expectations.</i></p> <p><b>3 - Applying:</b> <i>I can do this most of the time and at a First Grade level.</i></p> <p><b>2 - Developing:</b> <i>I can do this sometimes. I'm still not independent.</i></p> <p><b>1 - Beginning:</b> <i>I am not sure how to do this. I need more practice.</i></p>		<p>Suggested Performance Tasks:</p> <ul style="list-style-type: none"> <li>★ Write/Draw about a time in your life that something wasn't fair to you. Then explain how you fixed it or how the situation became fair.</li> <li>★ Work in partners to play fair/unfair activity (see below)</li> <li>★ Role Play different school scenarios about students breaking rules and choosing appropriate consequences for the behaviors.</li> <li>★ Brainstorm lists of rights that first graders have, and what would happen if they were taken away.</li> <li>★ Students could choose a famous person from history and give an individual or group presentation about the character traits he/she exemplified.</li> <li>★ Students could complete a poster describing the job of a community worker and present their poster to the class.</li> <li>★ Character Traits Journal (Citizenship) -students create a booklet by drawing pictures showing people demonstrating the 5 character traits, then write sentences to describe their pictures.</li> </ul> <p><i>Modifications: Since this unit comes at the beginning of the year, students may have difficulty writing sentences as indicated in the plans. Students could dictate their sentences to a teacher or a higher level student if needed, or could draw pictures in lieu of writing sentences. Higher level students could develop "flyers" or "commercials"/ advertisements to promote the community service project in the school.</i></p>	
District/School Texts		District/School Supplementary Resources	



Studies Weekly (Merchantville): *Welcome to School, Rules and Responsibility, Good Citizens, Who's in Charge, I am Responsible, Rights and Responsibilities*

HMH: into Social Studies: Families Living and Working Together (Lawnside)

Social Studies Alive (Barrington)

**Sample Text Resources**

Book about the importance of rules and consequences:

*Officer Buckle and Gloria* By: Peggy Rathman

*No David!* By David Shannon

*How do Dinosaurs go to school?* By Jane Yolen

*If Everybody Did* By: Jo Ann Stover

*What if Everybody Did?* By: Ellen Javernick

*The Wolf Who Cried Boy* By: Bob Hartman

Books about citizenship traits:

*Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* By: Carol McCloud

*Fill a Bucket- A Guide to Daily Happiness for Kids* By: Carol McCloud

*One* By: Kathryn Otoshi

*Zero* By: Kathryn Otoshi

*The Crayon Box that Talked* By: Shane Derolf

*Lilly's Purple Plastic Purse* By: Kevin Henkes (self control)

*Chrysanthemum* by Kevin Henkes (empathy)

*Being Respectful: A Book About Respectfulness (Way to Be!)* By: Mary Small

*Being Respectful* By: Joanne Pinto

*Sheila Rae, the Brave* By: Kevin Henkes (courage)

*Tacky the Penguin* by Helen Lester (courage)

*Stand Tall, Molly Lou Melon* by Patty Lovell (courage)

*Giraffes Can't Dance* by Giles Andreae (courage)

*Naked Mole Rat Gets Dressed* by Mo Willems (courage)

**Sample Digital Resources**

<http://www.teachingheart.net/bucket.html>

Additional activities to go along with bucket filling can be found here.

***Brain Pop Jr:***

*-Rights and Responsibilities*

*-Friends*

*-School*

*-Local and State Government*

*-President*

[\*Two truths and a lie Examples\*](#) (Google Powerpoint)

[\*Two Truths and Lie Template\*](#) (Google Powerpoint)

[\*What is courage song for kids\*](#) (Youtube.com)

[\*Courage \(Character Education\) Song\*](#) (Youtube.com)

<b>Interdisciplinary Connections</b>		
<p><b>ELA</b>                      RL.1.1,1.3, 1.7, 1.9                      RI.1.1, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10                      RF.1.3.                      W.1.5, 1.7, 1.8                      SL.1.1. 1. 2, 1. 4, 1.6                      L.1.1.</p>	<p><b>Math</b>                      1.MD. C</p>	<p><b>Science</b></p>
<p><b>21st Century Skills/Career Education</b>                      CRP2. Apply appropriate academic and technical skills.                      CRP4. Communicate clearly and effectively and with reason.                      CRP5. Consider the environmental, social and economic impacts of decisions.                      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.                      CRP11.Use technology to enhance productivity.                      CRP12. Work productively in teams while using cultural global competence.</p> <p>9.2.4.A.2                      9.3.GV.1                      9.3.HU.2                      9.3.LW.1</p>	<p><b>Technology</b></p>	
<b>Modifications and Accommodations</b>		

**Social Studies Curriculum -Grade 1**

<p><b>Special Education Students</b></p> <p>Small group          Direct instruction          restate/rephrase          graphic organizers          modified assignments          chunking          leveled text          intentional grouping          read text          extended time          breaks          Teacher records/ student dictates</p>	<p><b>English Language Learners</b></p> <p>Labels          word banks          visuals          student friendly definitions          extended time          chunking          intentional grouping</p>	<p><b>Students at Risk of School Failure</b></p> <p>leveled text          graphic organizers          modified assignments          kinesthetic activities          restate/rephrase          chunking          intentional grouping</p>
<p><b>Gifted and Talented</b></p> <p>extension project          leveled text          leadership roles          intentional grouping          Targeted learning from assessment</p>	<p><b>Students with 504 Plans</b></p> <p>breaks          chunking          preferential seating          visual reminders          restate/rephrase          check-in/check-out system          visual time          Teacher records/ student dictates</p>	
<p><b>Unit Duration: Instructional Days</b></p>		
<p><i>40 days</i></p>		

**STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Unit 2: Holidays and Famous Americans**

ESTABLISHED GOALS	TRANSFER (How will this apply to their lives?)	
<ul style="list-style-type: none"> <li>★ 6.1.4.D.13- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>★ 6.1.4.D.11-Personal, family, and community history is a source of information for individuals about the people and places around them.</li> <li>★ 6.1.4.D.6- Key historical events, documents, and individuals led to the development of our nation.</li> <li>★ 6.1.4.D.14- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ <i>Realize important deeds were accomplished by people who became American leaders.</i></li> <li>★ <i>Discuss the lives of people associated with Presidents' Day, Columbus Day, Martin Luther King Day, Veteran's Day and Memorial Day.</i></li> <li>★ <i>Use a calendar.</i></li> </ul>	
	MEANING	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>★ Describe how culture is expressed through and influenced by the behavior of people.</li> <li>★ Describe the civic leadership qualities and historical contributions of George Washington, Abraham Lincoln and Benjamin Franklin toward the development of the United States government.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>★ What contributions do we remember that were made by George Washington, Abraham Lincoln and Benjamin Franklin?</li> <li>★ Why do people celebrate holidays?</li> <li>★ Who are the people most associated with these holidays?</li> </ul>

**Unit 2: Grade 1 - Lessons**

As the various holidays come up throughout the school year, students will be able to understand how/why each holiday originated, how each holiday is typically celebrated or observed, and how these holidays affect the culture, customs, or identity of the American people. For Famous Americans discuss their contributions to our county and their qualities that make them a good citizen through read aloud, activities and multimedia resources. .

**Famous Americans and their Contributions:**

- ★ **George Washington**
  - George Washington was a soldier, general, a founding father, and the first president of our country.
- ★ **Abraham Lincoln**
  - Abraham Lincoln was a lawyer and the 16th president of our country. Lincoln is most famous for leading the country during the American Civil War.
- ★ **Martin Luther King Jr.**
  - Martin Luther King, Jr. Day is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. Martin Luther King Jr. was a leader, speaker, preacher, and peacemaker. He believed in peaceful protests, which led many people to respect him. He led many civil rights movements and made many influential speeches that changed people's' views on civil rights and segregation.
- ★ **Benjamin Franklin**
  - Benjamin Franklin was an inventor, statesman and a founding father. He discovered electricity and lived in Philadelphia.
- ★ **Ruby Bridges**
  - Ruby Bridges was the first African-American child to attend an all-white public elementary school in the American South.
- ★ **Jackie Robinson**
  - Jackie Robinson's breaking of the color barrier in baseball paved the way for other African-American players to join the major leagues. He also led the way for racial integration into other areas of American life.

District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>★ <b><u>Pre-Assessment Suggestion:</u> prior to discussing each Famous American, show students pictures of them and ask them to turn and turn, writing, draw or share with the class what they know about each person.</b></li> <li>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</li> <li>★ Exit/entrance tickets</li> <li>★ Independent work from lessons</li> <li>★ Homework</li> </ul>		<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>-Compare and contrast George Washington and Abraham Lincoln and their contributions. Here is an resource that can be used with statements/facts for each: <a href="#">Washington vs. Lincoln Venn Diagram</a></p> <p>-Create an the <a href="#">All About Worksheet</a> for each famous American. Students will draw a picture of each famous American and write or draw three facts about that person (See <a href="#">sample here</a>). At the bottom students will complete the sentence starter about why that American is a good citizen.</p>
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	

## Social Studies Curriculum -Grade 1

<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p><a href="#">Sample All About Famous American Rubric</a></p> <p><b>4 - Innovating:</b> <i>I can do this consistently and at a level about expectations.</i></p> <p><b>3 - Applying:</b> <i>I can do this most of the time and at a First Grade level.</i></p> <p><b>2 - Developing:</b> <i>I can do this sometimes. I'm still not independent.</i></p> <p><b>1 - Beginning:</b> <i>I am not sure how to do this. I need more practice.</i></p>	<p><b>Suggested Tasks</b></p> <p>-Create a timeline of important events in a famous American lives (George Washington, Abraham Lincoln, Martin Luther King Jr.)</p> <p>-Create a poster/encapsulation flag for a Famous American (Famous America's name in the center then using symbols and words to describe that person)</p> <p>-Create a class “was, has/had, wanted” chart for each famous American. Students can also create their own <a href="#">Famous American's Was Had Wanted chart</a>. There is a page for each famous American and a blank one as well. After completing the chart students can write complete sentences using their facts.</p>
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

*Studies Weekly (Merchantville): Time, History, Past, Present and Future, Changes in Transportation, The First Thanksgiving, Celebrate America*

*HMH: into Social Studies: Families Living and Working Together (Lawnside)*

**Below you can find suggested resources to be used when teaching each Famous American:**

**George Washington:**

-[All About George Washington Book](#)- make copies for each student. Then students cut out the images and glue to matching page.

-[All About George Washington Book](#)- another version, students can color pages.

-[George Washington Tab-it book](#)- requires students to fill in facts learned from discussions

-A Picture Book of George Washington By: David A. Adler

**Abraham Lincoln:**

The Picture Book of Abraham Lincoln By; David A. Adler

-I am Abraham Lincoln (Ordinary People Change the World) by Brad Meltzer

-Abe Lincoln's Hat By: Martha Brenner

**Benjamin Franklin:**

[Benjamin Franklin student book](#)

[Benjamin Franklin reader](#)

-The Picture Book of Benjamin Franklin By: David A. Adler

**Dr. Martin Luther King Jr:**

[Martin Luther King reader](#)

[I Have a Dream writing activity](#)

[MLK activity book](#)

[MLK Unit](#)- consists of a variety of class activities, resources and activities

-The Picture Book of Martin Luther King By: David A. Adler

-I am Martin Luther King (Ordinary People Change the World) by Brad Meltzer

**Jackie Robinson:**

[Jackie Robinson Timeline Activity](#)

[Jackie Robinson Sentence Sort](#)

-A Picture Book of Jackie Robinson By: David A. Adler

-Under the Same Sun By; Sharon Robinson

-Testing the Ice: A True Story of Jackie Robinson By; Sharon Robinson

-I am Jackie Robinson (Ordinary People Change the World) by Brad Meltzer

<p align="center"><b>Interdisciplinary Connections</b></p> <p align="center">(Click on the text above; it is linked to the state website where the information needed for this section can be found)</p>		
<p><b>ELA</b>                      RL.1.1,1.3, 1.7, 1.9                      RI.1.1, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10                      RF.1.3.                      W.1.5, 1.7, 1.8                      SL.1.1. 1. 2, 1. 4, 1.6                      L.1.1.</p>	<p><b>Math</b></p>	<p><b>Science</b></p>
<p><b>21st Century Skills/Career Education</b>                      CRP2. Apply appropriate academic and technical skills.                      CRP4. Communicate clearly and effectively and with reason.                      CRP5. Consider the environmental, social and economic impacts of decisions.                      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.                      CRP11. Use technology to enhance productivity.                      CRP12. Work productively in teams while using cultural global competence.                      9.3.GV.1</p>	<p><b>Technology</b></p>	
<p align="center"><b>Modifications and Accommodations</b></p>		
<p><b>Special Education Students</b></p> <p>Small group                      Direct instruction                      restate/rephrase                      graphic organizers                      modified assignments                      chunking                      leveled text                      intentional grouping                      read text                      extended time                      breaks                      Teacher records/ student dictates</p>	<p><b>English Language Learners</b></p> <p>Labels                      word banks                      visuals                      student friendly definitions                      extended time                      chunking                      intentional grouping</p>	<p><b>Students at Risk of School Failure</b></p> <p>leveled text                      graphic organizers                      modified assignments                      kinesthetic activities                      restate/rephrase                      chunking                      intentional grouping</p>



**Social Studies Curriculum -Grade 1**

<p><b>Gifted and Talented</b></p> <p>extension project  leveled text  leadership roles  intentional grouping  Targeted learning from assessment</p>	<p><b>Students with 504 Plans</b></p> <p>breaks  chunking  preferential seating  visual reminders  restate/rephrase  check-in/check-out system  visual time  Teacher records/ student dictates</p>	
<p><b>Unit Duration: Instructional Days</b></p>		
<p><i>On going throughout the year.</i></p>		

<p><b>STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</b></p>	
<p><b>Unit 3: In times Long Ago and Today</b></p>	
<p><b>ESTABLISHED GOALS</b></p>	<p><b>TRANSFER (How will this apply to their lives?)</b></p>

## Social Studies Curriculum -Grade 1

<ul style="list-style-type: none"> <li>★ 6.1.4.D.13- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>★ 6.1.4.D.11-Personal, family, and community history is a source of information for individuals about the people and places around them.</li> <li>★ 6.1.4.D.14- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ <i>Understand how people and places change over time:</i> <ul style="list-style-type: none"> <li>○ <i>Past, present and future times are different.</i></li> <li>○ <i>everyday life changes in different places and times (schools, communities, transportation and family life).</i></li> <li>○ <i>The sequence of events can be shown on a timeline.</i></li> </ul> </li> <li>★ <i>Define, identify and give examples of the following key terms:</i> <ul style="list-style-type: none"> <li>○ <i>The <b>past</b> is something that has already happened.</i></li> <li>○ <i>The <b>present</b> is what is happening now.</i></li> <li>○ <i><b>History</b> is a record of past events.</i></li> <li>○ <i><b>Long Ago:</b> Events that have occurred significantly in the past.. Everyday life today is different from everyday life long ago.</i></li> <li>○ <i><b>Timelines:</b> a visual representation of how events move through time.Events and traditions can be placed in chronological order to show change over time. Descriptions of life in the past and present can be shared by families through pictures, stories, and change over time</i></li> </ul> </li> </ul>
<b>MEANING</b>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>★ Describe how culture is expressed through and influenced by the behavior of people.</li> <li>★ Determine how local and state communities have changed over time, and explain the reasons for changes.</li> <li>★ Trace how the American identity evolved over time.             <ul style="list-style-type: none"> <li>○ The study of The First Thanksgiving provides information about events and traditions from the past.</li> </ul> </li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>★ How have schools changed overtime?</li> <li>★ How have communities changed over time?</li> <li>★ How has transportation changed over time?</li> <li>★ How has family life changed over time?</li> <li>★ What does a timeline show about past and present?</li> <li>★ What are some similarities and differences in the ways that people live?</li> </ul>
<b>Unit 3: Grade 1 - Lessons</b>	

- ★ **Lesson 1 (6.1.4.A.11; 6.1.4.A.13, 6.1.4.A.14)- Objects Long Ago and Today**
  - Introduce long ago and today by discussion how everyday objects have changed over time. Use trade books or [Objects Long Ago and Today Powerpoint](#) to guide discussion. Discuss and define the terms “past” and “present”
- ★ **Lesson 2 (6.1.4.A.11; 6.1.4.A.13, 6.1.4.A.14)- Past and Present, Change over time (will take several days)**
  - Showing images of specific objects and how they have changed over time is a great way to help students understand past and present. Comparing and contrasting images also helps students think about similarities and differences between two things.
    - [Changes in Transportation](#)
    - [Changes in Schools](#)
    - [Changes in Homes](#)
- ★ **Lesson 3 (6.1.4.A.11; 6.1.4.A.13, 6.1.4.A.14)- Changes in my Community**
  - Suggested Class Activity: Cruising through the community (Present and Past) In advance, collect pictures from the past of places within your school community. Ask parents, local businesses, civic associations, and/or look for additional photos online. Take present day pictures of the same locations. Consider using pictures of the grocery store, doctor’s office, police station, and/or restaurants, local library, etc. Make a map with several streets on poster board or bulletin board paper. Place the pictures along a street (on your map) with the present location picture on top of the picture from the past. You may also consider posting the pictures around the room instead of making a street map and ask students to take an “imaginary” field trip around the community. When they stop at each location have a discussion about the community helpers that work at each location and have students share what they know about that location in their community. Then flip up the picture to show what the place looked like in the past. Ask students to share how the location changed from the past to the present.
- ★ **Lesson 4 (6.1.4.A.11; 6.1.4.A.13, 6.1.4.A.14)- My Past and Present**
  - Review and discuss the terms past and present by giving examples or showing images, have students determine if it is from the past or present (long ago or today). Introduce the term “history” as a record of past events. Discuss the different between long ago in the distant past and not long ago in the past. give examples and have students provide some. ex. Long ago: When George Washington was president. not long ago: when they were in kindergarten or the last time they had recess. Make sure students are able to realize both events are in the past but both are not event from long ago.
  - Suggested Class Activity: **Read When I was Little** by Jamie Lee Curtis. On a blank piece of paper, folded in half, have students label one side “When I was little” and the other side “Now.” Students will write and draw about differences between then and now to continue developing their understanding of past/present and change over time.
  - Suggested Class Activity: “Happy Birthday”- Have students draw a picture of their last birthday including as many details as they can remember. • Have students share their pictures with a partner. • Discuss with students that though everyone has celebrated a birthday in the past it is NOT long ago. • Define long ago as something that has happened in the distant past. • Be sure to share with students that over the course of the year they will be learning about things that happened in the past and things that have happened long ago (distant past).
  - Suggested Class Activity: Day 1: Have students track each activity for the day and keep a running list of things they did. You can also do this at the end of the day by creating a list of what was accomplished throughout the day. Day 2: On the next day, have students review what they did yesterday. Discuss that yesterday represents the past (it has already happened) but does not represent long ago.
- ★ **Lesson 5 (6.1.4.A.11; 6.1.4.A.13, 6.1.4.A.14)- Thanksgiving**
  - Read a discuss a variety of trade books about the first Thanksgiving, Pilgrims and American Indians and Brain Pop Jr. Thanksgiving. Discussion how the first Thanksgiving is different from the Thanksgiving we celebrate today.
  - Suggested Class Activity: As you read stories about The First Thanksgiving, Pilgrims, and American Indians, have students compare their life experiences with those of people that lived long ago. Make a comparison chart with students.
  - Suggested Class Activities: Discuss and compare chores Pilgrim Children had to the ones we have today. A read aloud can be found [here](#), and these are examples of follow up activities: [Chores then and now sorting activity](#), [Pilgrim Children Had Many Chores Book](#)
- ★ **Lesson 6 (6.1.4.A.11; 6.1.4.A.13, 6.1.4.A.14)- Timelines**
  - Discuss how we can sequence events from which happened first in order till the last one. Give students examples. Show and discuss [Timeline Powerpoint](#). Model how to “read” a timeline using sequencing words (first, next, then, and then/after that, finally/Lastly..)
  - Suggested Class Activities: Get students into pairs and distribute [sequencing cards](#) (this is a Google Folder with many choices of cards, you can also use your own sequencing activities). Have students put them in order then use sequencing words to describe what is happening over time. Ask students to create or describe what may be happening before or after the pictures as well. These cards can also be printed out and students can create a timeline with captions
  - Suggested Class Activity: Create timeline of events in the school day.
  - Suggested Class Activity: Create a timeline for the school year. This can be posted up in the classroom and added to throughout the year. Add

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>★ <b>Suggested Pre-Assessment:</b> Ask students to think about when they were a baby. Now ask students to think about what they can do now that they couldn't do then. Give students a piece of paper and fold it in half. On the top of one side write "past" and on the other side "present." Have students draw a picture of themselves as a baby (past) and themselves now (present). Teachers may choose to use paper that is pre-labeled</li> <li>★ <b>Suggested Pre-Assessment:</b> The First Thanksgiving Give each student a blank piece of paper. Have them write their names at the top. Ask students to draw and write anything they know about The First Thanksgiving. This can be one full picture or a series of smaller pictures with labels. When complete, chart what students shared about what they know. Scribe for students who may need support.</li> <li>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</li> <li>★ Exit/entrance tickets</li> <li>★ Independent work from lessons</li> <li>★ Homework</li> </ul>		<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><a href="#">Timeline Assessment</a></p>	
Alternative Assessments			
Evaluative Criteria		Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p><a href="#">Sample Long Ago and Today Unit Rubric</a></p> <p><b>4 - Innovating:</b> <i>I can do this consistently and at a level about expectations.</i></p> <p><b>3 - Applying:</b> <i>I can do this most of the time and at a First Grade level.</i></p> <p><b>2 - Developing:</b> <i>I can do this sometimes. I'm still not independent.</i></p> <p><b>1 - Beginning:</b> <i>I am not sure how to do this. I need more practice.</i></p>		<p><b>Suggested Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>-Students create a timeline of important events in their lives.</li> <li>-Create a timeline of important events in a famous American lives (George Washington, Abraham Lincoln, Martin Luther King Jr.)</li> <li>-Create a timeline of the events that lead up the first Thanksgiving <a href="#">Suggested images for timelines can be found here</a></li> </ul>	
District/School Texts		District/School Supplementary Resources	

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

*Studies Weekly (Merchantville): Time, History, Past, Present and Future, Changes in Transportation, The First Thanksgiving*

*HMH: into Social Studies: Families Living and Working Together (Lawnside)*

Districts or schools choose supplementary resources that are not considered "texts."

**Text Resources**

- When I was Little by Jamie Lee Curtis
- School in Colonial Times by Mark Thomas (Welcome Book Series)
- Long Ago and Today Learn to Read Social Studies by Rozanne Lanczank Williams
- Transportation Long Ago and Today by Lisa M. Bolt Simons
- School Long Ago and Today by Sally Lee
- Long Ago and Today (Rising Reader) by John Serrano
- School Then and Now (First Step Nonfiction) by Robin Nelson
- At Play: Long Ago and Today (Times Change) by Lynette Brent
- The Usborne Book of Living Long Ago: Everyday life through the Ages (Explainers) by Felicity Brooks

**Digital Resources**

[Objects Long Ago and Today](#) (powerpoint)

[Timelines](#) (powerpoint)

[Chores Then and Now Sorting Activity](#)

[Pilgrim Children had Many Chores book](#)- student book for students to illustrate

[Pilgrim Children Had Many Chores](#) (youtube read aloud)

The following resources include images of change over time and follow up writing activity:

[Changes in Transportation](#)

[Sequencing Cards](#)

***Brainpop Jr. Resources:***

-Thanksgiving

-Home

-Sequence

***Scholastic News:***

-Paddle to the Past

-A Pilgrim's Day

-A Wampanoag's Day

-The Story of Squanto

**Interdisciplinary Connections**

(Click on the text above; it is linked to the state website where the information needed for this section can be found)

<p><b>ELA</b>                  RL.1.1,1.3, 1.7, 1.9                  RI.1.1, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10                  RF.1.3.                  W.1.5, 1.7, 1.8                  SL.1.1. 1. 2, 1. 4, 1.6                  L.1.1.</p>	<p><b>Math</b></p>	<p><b>Science</b></p>
<p><b>21st Century Skills/Career Education</b>                  CRP2. Apply appropriate academic and technical skills.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  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.                  CRP11. Use technology to enhance productivity.                  CRP12. Work productively in teams while using cultural global competence.</p>	<p><b>Technology</b></p>	

**Modifications and Accommodations**

<p><b>Special Education Students</b></p> <p>Small group                  Direct instruction                  restate/rephrase                  graphic organizers                  modified assignments                  chunking                  leveled text                  intentional grouping                  read text                  extended time                  breaks                  Teacher records/ student dictates</p>	<p><b>English Language Learners</b></p> <p>Labels                  word banks                  visuals                  student friendly definitions                  extended time                  chunking                  intentional grouping</p>	<p><b>Students at Risk of School Failure</b></p> <p>leveled text                  graphic organizers                  modified assignments                  kinesthetic activities                  restate/rephrase                  chunking                  intentional grouping</p>
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<p><b>Gifted and Talented</b></p> <p>extension project          leveled text          leadership roles          intentional grouping          Targeted learning from assessment</p>	<p><b>Students with 504 Plans</b></p> <p>breaks          chunking          preferential seating          visual reminders          restate/rephrase          check-in/check-out system          visual time          Teacher records/ student dictates</p>	
<p><b>Unit Duration: Instructional Days</b></p>		
<p><i>40 days</i></p>		

**STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Unit 4: Me on a Map**

Unit 4: Me on a Map		
ESTABLISHED GOALS	TRANSFER (How will this apply to their lives?)	
<ul style="list-style-type: none"> <li>★ 6.1.P.B.2-Everyone is part of a larger neighborhood and community.</li> <li>★ 6.1.4.B.4-Places are jointly characterized by their physical and human properties.</li> </ul>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>★ Describe how the location of his/her community, climate and physical surroundings affect the way people live (including their food, clothing, shelter, transportation and recreation)</li> <li>★ Develop map skills by:                             <ul style="list-style-type: none"> <li>○ recognizing basic map symbols including references to land, water, cities and roads.</li> <li>○ using cardinal directions on maps.</li> <li>○ identifying the shapes of the United States and New Jersey on maps and globes.</li> </ul> </li> </ul>	
	MEANING	
	<p>UNDERSTANDINGS</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>★ Develop an awareness of the physical features of the neighborhood/community                             <ul style="list-style-type: none"> <li>○ Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</li> </ul> </li> <li>★ Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.                             <ul style="list-style-type: none"> <li>○ Geography includes the study of locations, climate and physical surroundings.</li> <li>○ Location, climate and physical surroundings affect the way people live.</li> </ul> </li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>★ How does location affect the way people live?</li> <li>★ How does climate affect the way people live?</li> <li>★ How do physical surroundings affect the way people live?</li> <li>★ How are land, water, cities and roads shown on a map?</li> <li>★ What are cardinal directions?</li> <li>★ What is a globe?</li> <li>★ Where in the United States located on a globe?</li> <li>★ Where is the United States located on a world map?</li> <li>★ Where is New Jersey located on a United States map?</li> <li>★ Where is my town/city located on a map of New Jersey?</li> </ul>
Unit 4: Grade 1 - Lessons		



★ **Lesson 1 (6.1.P.B.2, 6.1.4.B.4)- My Place on a Map** (This lesson will take several days as you introduce all the locations, be sure to include finding your town on a map of New Jersey, New Jersey on the map on the United States, United States and North America on a world map)

- Discuss that maps help us to identify the locations of places in the community and beyond.
- Suggested Class Activity: Read *Me On the Map* by Joan Sweeney (or another map trade book). Discuss with the students how our community is part of a town, a town is part of a state, state is part of a country, etc. As each location is introduced complete corresponding page of [Me on a Map Mini Book](#)

★ **Lesson 2 (6.1.P.B.2, 6.1.4.B.4)- Map Symbols and Map Key**

- Discuss how a symbol is a picture on the map that represents something in the real world and how map keys are used to help read and identify places on a map. Map keys contain all the symbols we use on our maps and tell us what the symbol represents.
- Suggested Class Activity: Read *Keys and Symbols on Maps* by Meg Greve (or another map symbols/key tradebook). Students can complete the map symbols page (page 3) in their *Me on a Map* student book or *Me on a Map Craft*. After introducing students can use the map key to create a map of their classroom (page 5).

★ **Lessons 3-5 (6.1.P.B.2, 6.1.4.B.4)- Cardinal Directions and the Compass Rose**

- Discuss directional words (north, south, east, west) and where the cardinal rose is located on a map.
- Suggested Class Activity: Show BrainPop Jr. “Reading a Map” video, which will show students how a compass rose is used to show direction on a map. Students will make a compass rose (page 4 of *Me on a Map* student book).
- Suggested Class Activity: Discuss how the sun rises in the East and sets in the West. Use this information to label the directional words in your classroom. Distribute cardinal directions poem found on pg. 5 of *Me and My Community* resource unit.
- Suggested Class Activity: Using Google Earth, (projected so students can see) do the following searches:
  - The United States (point out 50 states)
  - Zoom in to New Jersey (double click over the area you wish to enlarge)
  - Discuss the location of New Jersey using cardinal directions (N, S, E, W) “New Jersey is west of the Atlantic Ocean” “New Jersey is south of the state of New York”

★ **Lesson 6 (6.1.P.B.2, 6.1.4.B.4)- Earth’s Physical Characteristics**

- Discuss that the Earth has physical characteristics. The Earth has places that are covered with landforms and/or water.
- Suggested Class Activity: Show students a map of the world. Point out the areas on the map that are considered landforms and those that are oceans. Point out and discuss the various types of landforms on a map and their colors (i.e. mountains, deserts, etc.) Discuss how mapmakers distinguish the types of landforms and oceans on maps. Landforms are usually brown, green or white depending on the climate, oceans are shown in blue. Show Brainpop Jr. Video, “Continents and Oceans” and discuss the continents and oceans of the world with the students. In the “activity” section of the video, there is a blank world map that can be printed out for the students to color/identify the continents.
  - When showing different locations and landforms discuss how the location, climate and physical surroundings affect how the people live.

★ **Lesson 7 (6.1.P.B.2, 6.1.4.B.4)- What is a globe?**

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</li> <li>★ Exit/entrance tickets</li> <li>★ Independent work from lessons</li> <li>★ Homework</li> </ul>		<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ol style="list-style-type: none"> <li>1. <b>Map Makers: Students can create a map of a familiar location (the playground, the classroom, a room in their home or even an imaginary place).</b> Including all components of a map (compass rose, map key, map symbols).</li> <li>2. Students can create a map for a story book character access lesson and materials <a href="#">here</a></li> </ol>	
Alternative Assessments			
Evaluative Criteria		Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students’ performance on lesson assessments:  <a href="#">Sample Me on a Map Unit Rubric</a></p> <p><b>4 - Innovating:</b> <i>I can do this consistently and at a level about expectations.</i></p> <p><b>3 - Applying:</b> <i>I can do this most of the time and at a First Grade level.</i></p> <p><b>2 - Developing:</b> <i>I can do this sometimes. I’m still not independent.</i></p> <p><b>1 - Beginning:</b> <i>I am not sure how to do this. I need more practice.</i></p>		<p>Suggested Performance Tasks:</p> <ul style="list-style-type: none"> <li>★ Students can develop a “treasure map” and then provide oral or written directions utilizing directional words (north, south, east west) to tell another person how to “find” their treasure.</li> <li>★ Goal: To show the differences between a town and a city. You are playing the part of a town mayor or a city mayor. You are trying to convince citizens to move to your town or city. Create a brochure that will list (words or pictures) at least three reasons to move to your town or city. i.e. Reasons to move to a town: quiet streets, small neighborhoods, etc. Reasons to move to a city: interesting museums, close to jobs, easy transportation, etc. Brochure should contain at least three positive attributes of a city or town.</li> </ul>	
District/School Texts		District/School Supplementary Resources	

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

*Studies Weekly (Merchantville):Locations and Distance, Maps, Earth, Communities, Changes in Communities,*

*HMH: into Social Studies: Families Living and Working Together (Lawnside)*

Districts or schools choose supplementary resources that are not considered “texts.”

**Text Resources**

*Me On the Map* by Joan Sweeney  
*Mapping Penny’s World* by Loreen Leedy  
*My Town* by Cindy McKay  
*X Marks the Spot* by Lucille Recht Penner  
*As the Roadrunner Runs: A First Book of Maps* by Gail Hartman  
*As the Crow Flies: A First Book of Maps* by Gail Hartman  
*If Maps Could Talk: Using Symbols and Keys* by Erika L. Shores  
*Mouse Views: What the Class Pet Saw* by Bruce McMillan  
*On the Same Day in March* by Marilyn Singer.

**Digital Resources**

[Me on a Map Mini Book \(PDF\)](#)  
[Me on a Map Student Book \(PDF\)](#)  
[Me on a Map Craft \(image\)](#)  
[Cardinal Directions Song \(PDF\)](#)

Cardinal Directions Application Activities:  
[Cardinal Directions Worksheet \(PDF\)](#)  
[Cardinal Directions Maze \(website\)](#)  
[Compass Rose Activity \(PDF\)](#)

[Me and My Community Unit \(PDF\)](#)  
[Rosie’s Walk Activity \(practice with prepositional words and community locations\)](#)

<http://www.wartgames.com/themes/geography/maps.html>  
(this site has map related games and activities). Click on Social Studies, then geography.

**ATTACHED PDF OF MODEL OF BOOK COMPLETED AND STUDENT COPIES (PDF)**

**Brain Pop:**  
*Reading Maps*  
*Continents and Oceans*  
*Seasons*  
*Fall*  
*Winter*  
*Summer*  
*Spring*

**Interdisciplinary Connections**

(Click on the text above; it is linked to the state website where the information needed for this section can be found)

<p><b>ELA</b>                  RL.1.1,1.3, 1.7, 1.9                  RI.1.1, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10                  RF.1.3.                  W.1.5, 1.7, 1.8                  SL.1.1. 1. 2, 1. 4, 1.6                  L.1.1.</p>	<p><b>Math</b></p>	<p><b>Science</b></p>
<p><b>21st Century Skills/Career Education</b>                  CRP2. Apply appropriate academic and technical skills.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  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.                  CRP11.Use technology to enhance productivity.                  CRP12. Work productively in teams while using cultural global competence.</p>	<p><b>Technology</b></p>	

**Modifications and Accommodations**

**Social Studies Curriculum -Grade 1**

<p><b>Special Education Students</b></p> <p>Small group          Direct instruction          restate/rephrase          graphic organizers          modified assignments          chunking          leveled text          intentional grouping          read text          extended time          breaks          Teacher records/ student dictates</p>	<p><b>English Language Learners</b></p> <p>Labels          word banks          visuals          student friendly definitions          extended time          chunking          intentional grouping</p>	<p><b>Students at Risk of School Failure</b></p> <p>leveled text          graphic organizers          modified assignments          kinesthetic activities          restate/rephrase          chunking          intentional grouping</p>
<p><b>Gifted and Talented</b></p> <p>extension project          leveled text          leadership roles          intentional grouping          Targeted learning from assessment</p>	<p><b>Students with 504 Plans</b></p> <p>breaks          chunking          preferential seating          visual reminders          restate/rephrase          check-in/check-out system          visual time          Teacher records/ student dictates</p>	
<p align="center"><b>Unit Duration: Instructional Days</b></p>		
<p><i>40 days</i></p>		

**STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. (This standard can remain for all grade levels)**

**Unit 5: Economics**

**ESTABLISHED GOALS (INDICATOR #)**

**TRANSFER (How will this apply to their lives?)**

- ★ 6.1.4.C.1, 2- People make decisions based on their needs, wants, and the availability of resources
- ★ 6.1.4.C.6-Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.

*Students will be able to independently use their knowledge to...*

- ★ Explain the difference between goods and services and how they fulfill people’s needs and wants.
- ★ Define, identify and give examples of:
  - goods: Things people make or use to satisfy wants
  - services: Activities that satisfy people’s needs wants
  - consumer: A person who uses or buys goods and services
  - producer: A person who makes goods or provides services
  - savings: money not spent now so it can be spent in the future.
  - needs: things we must have to survive in our community (food, water, shelter, clothing, air)
  - wants: things that we’d like to have, but that aren’t necessary for survival.
  - money: paper bills and coins used to pay for goods and services.
- ★ Explain that people make choices because they cannot have everything they want.
- ★ Make decisions based on information.
- ★ Explain cause and effect relationships.

UNDERSTANDINGS

*Students will ...*

- ★ Apply opportunity cost (i.e., choices and tradeoffs) is used to evaluate individuals' decisions, including ones made in their communities.
  - People make choices because they cannot have everything they want.
  - People can choose to spend or save money.
  - To save money, people give up spending now in order to buy goods and services in the future.
  
- ★ Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
  - Goods and services satisfy people's needs and wants.
  
- ★ Identify, discuss, and role-play the duties of a range of community workers.
  - People can buy or make goods and services.
  
- ★ Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

ESSENTIAL QUESTIONS

- ★ What are goods?
- ★ What are services?
- ★ What are needs?
- ★ What are wants?
- ★ How do people get the things they want?
- ★ What happens when people cannot have everything they want?
- ★ What is saving?
- ★ Why do people save money?

Unit 5: Grade 1 - Lessons

★ **Brief review of needs and wants if needed:**

- Create a scenario for the students. (ex. This morning I woke up to come to school to teach you today. There were a few needs, or things that I *absolutely* had to have, such as water for my shower, food for energy, and clothes for my body. Without these I couldn't come to school. There were other things that I wanted, but didn't have to have. One of these wants was a.....)
- Discussion questions:
  - Who can give me an example of a need? Why is it a need? (something that we need to survive)
  - Who can give me an example of a want? Why is it a want? (something that we enjoy or something that makes our life easier)
  - Do we all have wants and needs? (yes)

★ **Lesson 1 (6.1.4.C.1, 2)- Good and Services** (if students need a review of needs and wants based on your pre-assessment begin with that)

- Discuss goods and services using trade books about goods and services, watch Brainpop Jr. Goods and Service video and/or [Goods and Services Powerpoint](#)
- Suggested Class Activity: “Acting it out” using [Acting it out cards](#). Have a student take a card and act out that service with a partner. The class will think about what service it could be-so you have to give good clues. If you think you know what the service is, raise your hand and tell us what the job is and what service that person provides. For example, “The person is a teacher. She helps students learn. Teaching is a service.” (Encourage partners act out the services and have the rest of the class try to guess the service.) Model an example or two for the students. Have them practice telling what the job is and what service the person provides.
- Suggested Class Activity: Complete [last page](#) of above Goods and Services powerpoint for students to complete independently.
- Suggested Class Activity: Goods and services in our community. [Local Business Hunt](#) can be assigned as homework. Discuss business in their community and answer questions on Local Business Hunt activity. Students can also create models of the business (using brown paper lunch bags, colored paper and craft supplies) based on their sketch from the activity.

★ **Lesson 2 (6.1.4.C.1, 2)- Producers and Consumers**

- Discuss producers and consumers using trade books and watch second part of Brain Pop Jr. Goods and Services.
- Suggested Class Activity: Students will work in pairs to create a skit with dialog between a producer and a consumer. This [activity and student recording sheet](#) template can be found along with the Brain Pop Jr. video
- Suggested Class Activity: Producers and consumers internet scavenger hunt [PDF Version](#) [QR Version](#)

★ **Lesson 3 (6.1.4.C.1, 2)- Money and Savings**

- Discuss how people earn money. Adults earn money by working. Children can also earn money by earning an allowance, or selling items they have created. People may need to save money so that they can buy things they need or want in the future. Ask, “Why do we need money?” Read aloud trade book about earning/making money or watch Brain pop. Jr. Spending and Saving.
- Suggested Class Activity: create a T-chart on chart or easel paper. Label one side “Adults can earn money” and the other side “Children can earn money.” Ask students to brainstorm some ways adults earn money. Then, ask students to make a list of ways they, as children, can earn money. Have students turn and talk to tell a partner one way they think they could earn money. You may also consider giving each student a sticky note, and ask them to draw and label one way they will earn money. You can add these notes to your already created class T-chart



District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>★ <b><u>Pre-Assessment Suggestions:</u></b></p> <ul style="list-style-type: none"> <li>○ Have students draw and label two needs and two wants and have them draw or write about how their family gets the things they need or want to see what students recall from kindergarten. This can be done in their Social Studies journals or using this worksheet <u>Needs and Wants Pre-Assessment</u>. Or you could give students a <u>needs and wants sort</u>.</li> <li>○ <u>Money and Savings Pre-assesment</u></li> <li>○ Making Decisions: Distribute Scholastic Book Orders or similar flyers to students and ask them to circle with pencil all of the items that they would like to have. Give them some time to make their selections, then ask them to identify what they would choose if they could only have two of the items they liked. Have students circle those items with red crayon. Notice children who struggle to make a decision, and ask students to share how they decided which two items would be their final selections.</li> </ul> <p>★ <u>The Little Red Hen Makes a Pizza Assessment</u></p> <p>★ <u>Saving Money exit ticket</u></p> <p>★ Anecdotal notes/observations from: Think pair share, turn and talk, teacher/ student conferring, participation in class discussions and strategic questioning.</p> <p>★ Exit/entrance tickets</p> <p>★ Independent work from lessons</p> <p>★ Homework</p>		<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>★ <u>Little Red Hen Producers and Consumers Assessment</u></p> <p>★ <i>see below performance tasks.</i></p>	
Alternative Assessments			
Evaluative Criteria		Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students’ performance on lesson assessments:</p> <p><b>4 - Innovating:</b> <i>I can do this consistently and at a level about expectations.</i></p> <p><b>3 - Applying:</b> <i>I can do this most of the time and at a First Grade level.</i></p> <p><b>2 - Developing:</b> <i>I can do this sometimes. I’m still not independent.</i></p> <p><b>1 - Beginning:</b> <i>I am not sure how to do this. I need more practice.</i></p>		<p><b>Suggested Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>★ Goal: To rank and distinguish between needs and wants. Create a needs and wants list for yourself or a member in your family. Your wants list can be written/drawn of five wants in order from most to least. Create a needs list of the most to least important needs for the family.</li> <li>★ Put yourself in the role of a consumer in need of a new pair of shoes. You live in the future, what kids of things would you want included in your shoes? (create list of all ideas shared, guide students as to how the future may be different from today and the purpose of shoes). Now think of yourself as a shoe producers, use the list created from the class to design a shoe for the needs of a future consumer.</li> </ul>	
District/School Texts		District/School Supplementary Resources	

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

Studies Weekly (Merchantville): Goods and Services, Jobs People Do, Money and Trade, Spend or Save

HMH: into Social Studies: Families Living and Working Together (Lawnside)

Districts or schools choose supplementary resources that are not considered “texts.”

**Text Resources**

- Why People Work by: Greg Roza
- Jobs: Making and Helping by: Harley Chan
- Goods and Services by: Janeen R. Adili
- Consumers and Producers by: Ellen Mitten
- Earn Money (Money and You) by: Mary Reina
- Making Money by Maryellen Gergorie
- Save Money, by Mary Reina
- Out and About at the Bank, by Nancy G. Attebury -Katie Woo Piggy Bank Problems, by Fran Manushkin
- Who's Buying? Who's Selling? Understanding
- Consumers and Producers by: Jennifer S. Larson
- Needs and Wants – Gillia M. Olson
- The Bag I’m Taking to Grandma’s - Shirley Neitzel
- Do I Need It? or Do I Want It?: Making Budget -Choices – Jennifer S. Larson
- A Birthday for Frances – Russel Hoban
- Out and About at the Bank by: Nancy G. Attebury
- A Chair for My Mother by Vera B. Williams
- Alexander, Who Used To Be Rich Last Sunday by: Judith Viorst

**Digital Resources**

- [Needs and Wants Pre-Assessment \(google doc\)](#)
- [Needs and Wants Sort \(pre-assessment\) \(pdf\)](#)
- [Goods and Services \(Google Slides\)](#)
- [Good and Services Student Activity \(google doc\)](#)
- [Local Business Hunt \(pdf\)](#)
- [Economics Vocabulary Posters \(pdf\)](#)

[Socials Studies for Kids Economics Resources](#)

[attached FCPS economics booklet here](#)

**Brain Pop:**

- Needs and Wants*
- Spending and Saving*
- Goods and Services*

**Scholastic News:**

- Volunteer with Cheer*
- Making Crayons*
- Holiday Workers*

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<b>Modifications and Accommodations</b>		

**Social Studies Curriculum -Grade 1**

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