



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Social Studies

COURSE Grade 1

## **Curriculum Development Timeline**

**School:** All Elementary Schools  
**Course:** Social Studies, Grade 1  
**Department:** Social Studies

| Board Approval | Supervisor         | Notes                              |
|----------------|--------------------|------------------------------------|
| July 2007      | Eleanor Hughes     | Born Date                          |
| August 2010    | Eleanor Hughes     | Revisions                          |
| September 2012 | Eleanor Hughes     | Revisions                          |
| December 2017  | Michelle Shappirio | Revisions                          |
| March 2019     | Michelle Shappirio | Review                             |
| August 2021    | Michelle Shappiro  | Alignment to Standards & Revisions |
| August 2022    | Rich Steckhahn     | Incorporate State Mandate          |
| August 2024    | Rich Steckhahn     | Updated to Include State Mandates  |

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COURSE Grade 1

### Township of Ocean Pacing Guide

| Week | Marking Period 1                              | Week | Marking Period 3                                 |
|------|-----------------------------------------------|------|--------------------------------------------------|
| 1    | Ch. 1 Rights and Responsibilities of Citizens | 21   | Ch 3 Symbols and Traditions of the United States |
| 2    | Ch. 1 Rights and Responsibilities of Citizens | 22   | Ch. 4 Life Today and Long Ago                    |
| 3    | Ch. 1 Rights and Responsibilities of Citizens | 23   | Ch. 4 Life Today and Long Ago                    |
| 4    | Ch. 1 Rights and Responsibilities of Citizens | 24   | Ch. 4 Life Today and Long Ago                    |
| 5    | Ch. 1 Rights and Responsibilities of Citizens | 25   | Ch. 4 Life Today and Long Ago                    |
| 6    | Ch. 1 Rights and Responsibilities of Citizens | 26   | Ch. 4 Life Today and Long Ago                    |
| 7    | Ch. 1 Rights and Responsibilities of Citizens | 27   | Ch. 5 One Nation, Many People                    |
| 8    | Ch. 2 Geography of the Community              | 28   | Ch. 5 One Nation, Many People                    |
| 9    | Ch. 2 Geography of the Community              | 29   | Ch. 5 One Nation, Many People                    |
| 10   | Ch. 2 Geography of the Community              | 30   | Ch. 5 One Nation, Many People                    |
| Week | Marking Period 2                              | Week | Marking Period 4                                 |
| 11   | Ch. 2 Geography of the Community              | 31   | Ch. 5 One Nation, Many People                    |
| 12   | Ch. 2 Geography of the Community              | 32   | Ch. 5 One Nation, Many People                    |

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|    |                                                  |    |                               |
|----|--------------------------------------------------|----|-------------------------------|
| 13 | Ch. 2 Geography of the Community                 | 33 | Ch. 5 One Nation, Many People |
| 14 | Ch. 2 Geography of the Community                 | 34 | Ch. 6 Work in the Community   |
| 15 | Ch 3 Symbols and Traditions of the United States | 35 | Ch. 6 Work in the Community   |
| 16 | Ch 3 Symbols and Traditions of the United States | 36 | Ch. 6 Work in the Community   |
| 17 | Ch 3 Symbols and Traditions of the United States | 37 | Ch. 6 Work in the Community   |
| 18 | Ch 3 Symbols and Traditions of the United States | 38 | Ch. 6 Work in the Community   |
| 19 | Ch 3 Symbols and Traditions of the United States | 39 | Ch. 6 Work in the Community   |
| 20 | Ch 3 Symbols and Traditions of the United States | 40 | Ch. 6 Work in the Community   |

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COURSE Grade 1

### Holocaust

- **6.1.2.CivicsCM.1, 6.1.2.CivicsCM.3**
  - Ch. 1 Acting as Good Citizens
  - Ch. 1 Rights and Responsibilities
  - Ch. 1 Critical Thinking Skills: Solve a Problem
  - Week of Respect

### Amistad

- **6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3, 6.1.2.HistoryUP.3**
  - Ch. 3 American Heroes-Harriet Tubman, Dr. Martin Luther King, Jr.
  - Ch. 4 Citizenship-Ruby Bridges **Diversity**,

### Equity, Inclusion

- **6.1.2.CivicsPR.4, 6.1.2.CivicsCM.1, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3**
  - Ch. 5
    - Lesson 1: What is Culture?
    - Lesson 2: Customs, Traditions, and Celebrations
    - Lesson 3: Shared Culture
    - Lesson 4: American Indians ■
    - Lesson 5: Immigrants

Core Instructional & Supplemental Materials including various levels of Texts

Saavas myWorld Interactive and Worktext, Leveled Readers, McGraw Hill Reading Wonders and various trade books related to topics.

Time Frame

7 weeks

Topic

Rights and Responsibilities of Citizens

Alignment to Standards

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COURSE Grade 1

**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.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.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

**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

**6.3.2.GeoGI.2:** Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

**6.1.2.EconET.5:** Describe how local and state governments make decisions that affect individuals and the community

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DEPARTMENT Social Studies

COURSE Grade 1

### Learning Objectives and Activities

#### **Students will...**

- use prior knowledge to gain understanding.
- make meaningful connections to personal experience.
- establish meaning.
- apply concepts learned in this chapter to write a skit.
- discuss the compelling question, "Do responsibilities need to be equal to be fair?" after completing the quest.
- identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.
- demonstrate good citizenship in school and in the community.
- explain the purpose for rules in the home, school, and community.
- identify how a person can be a good sport.

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COURSE Grade 1

- define responsibility, right, and cooperate.
- identify and explain responsibilities at home and at school, including showing respect for oneself and for others.
- identify and explain rights and the choices made as a member of a family and a class.
- explain the importance of cooperating, or working well together.
- explain the purpose of rules and laws.
- identify rules and laws that ensure fairness and safety.
- discuss rules at home and at school.
- identify the consequences of not following rules and laws.
- explain who leaders are and why they are important.
- identify leaders at home, school, and community.
- identify and describe the roles of public leaders in the community, state, and nation.
- recognize that government leaders are citizens.
- identify the state leaders.
- identify how people choose their leaders.
- define and explain direct democracy and representative democracy.
- explain and practice voting as a way of making choices and decisions.

### **Activities**

- Big Question: Who is responsible for making and enforcing the rules?
  - Watch the video: Who is responsible for making and enforcing the rules? ◦
- Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill - Distinguish Fact From Fiction
- Quest Options
  - Project Based Learning - Write a Skit (Storyteller Sam Needs a Skit)
- Read and Respond
  - Lesson 1 - Acting as Good Citizens
  - Lesson 2 - Rights and Responsibilities
  - Lesson 3 - Following Rules and Laws
  - Lesson 4 - My Leaders
  - Lesson 5 - My Government
  - Lesson 6 - Making Choices in Government
- Citizenship - Abraham Lincoln: Honest Abe
  - Talk and share about honesty

### **Leveled Readers**

- *Being a Good Citizen*
- *The Importance of Rules*
- *Rights and Responsibilities of Citizens*

### **ELA Connections: Wonders**

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COURSE Grade 1

- Unit 2 Week 4 - How do people help out in the community?

### **Literature Resources**

- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow

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COURSE Grade 1

- *Vote!* By Eileen Christelow
- *A Very Important Day* by Maggie Rugg Herold
- *La Mariposa* by Francisco Jimenez

## Assessments

### **Formative:**

- Lesson 1 check, pages 6 and 7
- Lesson 2 check, page 13
- Lesson 3 check, page 17
- Lesson 4 check, page 23
- Lesson 5 check, page 27
- Lesson 6 check, page 31
- Online Quizzes (Lessons 1-6)

### **Summative:**

- Chapter 1 Test, pages 35 and 36

### **Benchmark:**

- Social Studies Pre-Test

### **Alternative:**

- Quest Finding: Write your skit

## Interdisciplinary Connections

### **NJSLS: ELA**

- **RI.PP.1.5.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **W.SE.1.6.** With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

## Career Readiness, Life Literacies, and Key Skills

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COURSE Grade 1

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

### Technology Integration

**9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

### Career Education

**CRP1** Act as a responsible and contributing citizen and employee.

|                            |         |
|----------------------------|---------|
| Time Frame                 | 7 weeks |
| Topic                      |         |
| Geography of the Community |         |
| Alignment to Standards     |         |

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COURSE Grade 1

**6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

**6.1.2.Geo.SV.1:** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)

**6.1.2.Geo.SV.2:** Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

**6.1.2.Geo.SV.3:** Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

**6.1.2.Geo.SV.4:** Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

**6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region

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

**6.3.2.GeoGI.2:** Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

**6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.

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

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COURSE Grade 1

### Learning Objectives and Activities

Students will...

- explain what a community is
  - describe the difference between a city and a town.
  - determine activities that people do in communities
  - describe the location of oneself and objects relative to other locations
  - identify and describe the relative location of places in the school and community.
  - recognize that maps can be used to locate and identify places.
  - locate and identify places on a map using the four cardinal directions.
  - explain that a map is a simple representation of places on Earth.
  - explain that maps are used to show large and small places.
  - use simple maps, such as maps of the home, classroom, school, and community. •
  - recognize that maps can be used to locate and identify places.
  - identify the parts of a map, including the title, compass rose, legend, and symbols.
  - identify a model as a small version of something.
  - compare and contrast a model, a picture, and a map.
  - identify and describe the physical characteristics (such as landforms and bodies of water) of a place.
  - locate and identify continents and oceans on maps and globes.
  - use vocabulary terms related to geographic features.
  - identify and describe the physical characteristics of places, such as natural resources and weather.
  - identify examples of, and uses for, natural resources.
  - explain how weather and location affect how people live.
  - identify and describe how the human characteristics of places, such as shelter, clothing, food, and activities are based on geographic location.
  - identify ways people can care for Earth's natural resources. Activities • Big Question: What is the world like?
    - Watch the video: What is the world like? ◦
- Jumpstart Activity

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COURSE Grade 1

- Vocabulary
  - Sing About It!
- Literacy Skill - Summarize
- Read and Respond
  - Lesson 1 - Acting as Good Citizens
  - Lesson 2 - Rights and Responsibilities
  - Lesson 3 - Following Rules and Laws
  - Lesson 4 - My Leaders
  - Lesson 5 - My Government
  - Lesson 6 - Making Choices in Government
- Quest
  - Project Based Learning - Tina the Tour Leader Needs Your Help ●
  - Citizenship - The Corps of Discovery - Explorers

### **Leveled Readers**

- *Getting Around School*
- *Mapping the School*
- *Getting to Know Our Environment*

### **ELA Connections: Wonders**

- Unit 1 Week 2 - What is it like where you live?
- Unit 2 Week 5 - How can you find your way around town?

### **Literature Resources**

- *Maps and Globes* by Jack Knowlton
- *Me on the Map* by Joan Sweeney
- *One Word, One Day* by Barbara Kerley
- *Houses and Homes* by Ann Morris
- *People Everywhere* by Paul Humphrey

Assessments

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COURSE Grade 1

### **Formative:**

- Lesson 1 check, page 45
- Lesson 2 check, page 49
- Lesson 3 check, page 55
- Lesson 4 check, page 61
- Lesson 5 check, page 65
- Online Quizzes (Lessons 1-5)

### **Summative:**

- Chapter 2 Test, pages 69 and 70

### **Benchmark:**

- Social Studies Pre-Test

### **Alternative:**

- Quest Finding: Make your tour guide and map

## Interdisciplinary Connections

### **NJSLS: ELA**

- **RI.CR.1.1** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.MF.1.6.** With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
- **W.SE.1.6.** With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

## Career Readiness, Life Literacies, and Key Skills

**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).

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COURSE Grade 1

### Technology Integration

**9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

### Career Education

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

Time Frame

7 weeks

### Topic

Symbols and Traditions of the United States

### Alignment to Standards

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COURSE Grade 1

**6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

**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.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.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).

Learning Objectives and Activities

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COURSE Grade 1

Students will...

- use prior knowledge to gain understanding
- make meaningful connections to personal experience • establish meaning.
- describe the United States Flag
- recite and explain the meaning of the Pledge of Allegiance to the United States Flag • recognize that the United States flag has different meaning to different people.
- understand that the United States has many symbols.
- explain why symbols are important to Americans.
- identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge.
- understand that America was once ruled by England.
- recognize that the Declaration of Independence and the U.S. Constitution are important American documents.
- Identify the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as changes to the Constitution.
- identify historical figures, such as Francis Scott Key, who have written American songs.
- recite American songs.
- explain the history of American songs.
- identify American anthems and songs and explain how they reflect American individualism and freedom.
- recognize that some heroes work to help people who are not treated fairly.

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- identify contributions of historical figures, including Dr. Martin Luther King Jr., and Cesar Chavez, who worked for justice.
- compare the similarities and differences among the lives and activities of historical figures who have worked for justice.
- explain that our nation celebrates special days to remember and honor people and events.
- describe the origins of national holidays and celebrations such as Independence Day, Veterans Day, Memorial Day, Presidents' Day, and Martin Luther King Jr. Day • describe how families celebrate national holidays.

### Activities

- Big Question: What does it mean to be an American?
  - Watch the video: What does it mean to be an American? ◦
- Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill - Cause and Effect
- Read and Respond
  - Lesson 1 - Acting as Good Citizens
  - Lesson 2 - Rights and Responsibilities
  - Lesson 3 - Following Rules and Laws
  - Lesson 4 - My Leaders
  - Lesson 5 - My Government
  - Lesson 6 - Making Choices in Government
- Quest Options
  - Project Based Learning - Help Ryan Show Our America •
  - Citizenship - Susan B. Anthony: Hero for Women's Rights

### Leveled Readers

- *Learning About Holidays • Why do we Celebrate?*
- *The Background Behind Our Holidays*

### ELA Connections: Wonders

- Unit 5 Week 2 - How do people help out in the community?
- Unit 6 Week 3 - How can weather affect us?
- Unit 6 Week 4 - What traditions do you know about?
- Unit 6 Week 5 - Why do we celebrate holidays?

### Literature Resources

- *The American Flag* by Elaine Landau
- *The Statue of Liberty* by Lucille Recht Penner
- *The National Anthem* by Patricia Ryon Quiri
- *Riding to Washington* by Gwentyth Swain

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### Assessments

#### **Formative:**

- Lesson 1 check, page 79
- Lesson 2 check, page 83
- Lesson 3 check, page 89
- Lesson 4 check, page 93
- Lesson 5 check, page 99
- Lesson 6 check, page 105
- Online Quizzes (Lessons 1-6)

#### **Summative:**

- Chapter 3 Test, pages 107-108

#### **Benchmark:**

- Social Studies Pre-Test

#### **Alternative:**

- Quest Finding: Write you Scrapbook Page

### Interdisciplinary Connections

#### **NJSLS: ELA**

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RL.MF.1.6.** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **W.SE.1.6.** With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

### Career Readiness, Life Literacies, and Key Skills

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COURSE Grade 1

### Technology Integration

**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).

### Career Education

**CRP1.** Act as a responsible and contributing citizen and employee. **CRP4.** Communicate clearly and effectively and with reason.

|                         |         |
|-------------------------|---------|
| Time Frame              | 5 weeks |
| Topic                   |         |
| Life Today and Long Ago |         |
| Alignment to Standards  |         |

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

**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

**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.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

**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).

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

Learning Objectives and Activities

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## **SPARTAN MISSION:**

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DEPARTMENT Social Studies

COURSE Grade 1

Students will...

- explain the words past, present, future.
- identify and describe time relationships.
- understand how clocks and calendars measure time.
- describe events in sequential order.
- describe how a timeline connects events from the past and present.
- compare and contrast life in schools today and in the past.
- explain how some aspects of a community change over time while others stay the same.
- compare and contrast places people work today with places they worked in the past.
- compare and contrast clothes people wear today with clothes they wore in the past.
- compare and contrast people's manners today with the past.
- explain how inventions changed people's lives over time.
- understand how people's lives were affected by the change in technology.
- explain how the present is connected to the past.

### Activities

- Big Question: How does life change throughout history?
  - Watch the video: How does life change throughout history? ◦
- Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill - Compare and Contrast
- Read and Respond
  - Lesson 1 - Measuring Time
  - Lesson 2 - Schools and Communities Past and Present
  - Lesson 3 - Daily Life Past and Present
  - Lesson 4 - Changes in Technology and Transportation
- Quest Options
  - Project Based Learning - Help Daria the Time Traveler! •
  - Citizenship - Ruby Bridges: A Brave Girl

### Leveled Readers

- *How Life Used to Be*
- *What Was Life Like Before?*
- *How Life has Changed Over Time*

### ELA Connections: Wonders

- Unit 1 Week 1 - How do people help out in the community?
- Unit 3 Week 1 - How can weather affect us?

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DEPARTMENT Social Studies

COURSE Grade 1

### **Literature Resources**

- *Pelle's New Suit* by Elsa Beskow
- *Schools: Then and Now* by Robin Nelson
- *My Great-Aunt Arizona* by Gloria Houston and Susan Condie Lamb
- *Century Fram: One Hundred Years on a Family Farm* by Cris Peterson

### **Assessments**

#### **Formative:**

- Lesson 1 check, page 117
- Lesson 2 check, page 123
- Lesson 3 check, page 129
- Lesson 4 check, page 135
- Online Quizzes (Lessons 1-4)

#### **Summative:**

- Chapter 4 Test, pages 139-140

#### **Benchmark:**

- Social Studies Pre-Test

#### **Alternative:**

- Quest Finding: Write Your Skit

### **Interdisciplinary Connections**

#### **NJSLS: ELA**

- **RL.CT.1.8.** Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.MF.1.6.** With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
- **W.SE.1.6.** With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

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DEPARTMENT Social Studies

COURSE Grade 1

Career Readiness, Life Literacies, and Key Skills

Technology Integration

**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).

Career Education

**CRP1.** Act as a responsible and contributing citizen and employee. **CRP4.** Communicate clearly and effectively and with reason.

Time Frame

7 weeks

Topic

One Nation, Many People

Alignment to Standards

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DEPARTMENT Social Studies

COURSE Grade 1

**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.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

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

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

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Grade 1

Students will...

- explain and list basic needs.
- describe the importance of culture and beliefs
- understand that cultures have similarities and differences
- understand how individual cultures have contributed to our nation's culture
- identify elements that make up culture, such as food, clothing, language, and games.
- distinguish between customs and traditions
- recognize that people and families have different customs, celebrations, and traditions of people and families.
- understand that point of view is how someone feels about something. ● recognize that people have different points of view ● compare points of view.
- describe the importance of working together as a community or other group ● understand the country is made up of diverse cultures.
- recognize the similarities and differences in groups
- explain that we all benefit when we understand people's differences.
- understand that American Indians live across the United States.
- recognize that there are many different American Indian cultural groups, each with its own customs, traditions, and celebrations
- describe the significance of storytelling to American Indian culture ● explain American Indian arts and its importance to culture.
- understand that an immigrant is a person who moves from one country to another.
- recognize that immigrants contribute to the economy
- explain that immigrants contribute their customs, culture, traditions, and celebrations to the community where they live.
- identify folk tales and legends as stories that are passed down through time and teach life lessons.
- understand that most cultures have their own folk tales and legends.
- identify the moral of the story.

### Activities

- Big Question: How do so many different people make one nation?
  - Watch the video: How does life change throughout history? ○
- Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill - Sequence
- Read and Respond
  - Lesson 1 - What is culture?
  - Lesson 2 - Customs, Traditions, and Celebrations
  - Lesson 3 - Shared Culture
  - Lesson 4 - American Indians
  - Lesson 5 - Immigrants
  - Lesson 6 - Stories in Our Culture
- Quest Options

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COURSE Grade 1

- Project Based Learning - Create a Flag for Artist Annie! ●
- Citizenship - Irving Berlin: Immigrant and Patriot

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DEPARTMENT Social Studies

COURSE Grade 1

### **Leveled Readers**

- *Sharing Our Culture*
- *What Makes Our Culture Special?*
- *A Time Capsule for the Future*

### **ELA Connections: Wonders**

- Unit 3 Week 2 - How do plants change as they grow?
- Unit 3 Week 3 - What is a folktale?
- Unit 3 Week 4 - How is life different than it was long ago?
- Unit 3 Week 5 - How do we get our food?
- Unit 4 Week 1 - What animals do you know about and what are they like?
- Unit 4 Week 5 - How do people work with animals?

### **Literature Resources**

- *Everybody Cooks Rice* by Norah Dooley
- *Whoever You Are* by Mem Fox
- *Jouanah: A Hmong Cinderella* by Jewell Reinhart Coburn and Tzexa Cherta Lee
- *Madlenka* by Peter Sis

## Assessments

### **Formative:**

- Lesson 1 check, page 149
- Lesson 2 check, page 155
- Lesson 3 check, page 161
- Lesson 4 check, page 165
- Lesson 5 check, page 171
- Lesson 6 check, page 175
- Online Quizzes (Lessons 1-6)

### **Summative:**

- Chapter 5 Test, pages 179-180

### **Benchmark:**

- Social Studies Pre-Test

### **Alternative:**

- Quest Finding: Write Your Skit

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DEPARTMENT Social Studies

COURSE Grade 1

### Interdisciplinary Connections

#### **NJSLS: ELA**

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who,

what, where, when, why, how).

- **RI.CI.1.2.** Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **W.NW.1.3.** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

### Career Readiness, Life Literacies, and Key Skills

### Technology Integration

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DEPARTMENT Social Studies

COURSE Grade 1

**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).

Career Education

**CRP1.** Act as a responsible and contributing citizen and employee. **CRP4.** Communicate clearly and effectively and with reason.

Time Frame

7 weeks

Topic

Work in the Community

Alignment to Standards

**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.

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DEPARTMENT Social Studies

COURSE Grade 1

**6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services

**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.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.

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Grade 1

Students will...

- describe what a need is
- describe what a want is
- explain why we make choices
- distinguish between a want and a need • explain why people use money. • identify goods.
- identify services
- distinguish between goods and services
- identify goods and services used at home, at school, and in the community.
- know who producers are
- know who consumers are
- understand the relationship between consumers and producers
- Understand how producers market their goods
- Explain that a budget is a plan for how to use your money.
- Learn how to make a budget
- Explain the difference between a want and a need
- Identify examples of goods and services
- Learn about the jobs people do at home
- Learn about jobs in the community
- Learn about jobs at school
- Learn how goods are transported in the community and from faraway places.

### Activities

- Big Question: How do people get what they need?
  - Watch the video: How do people get what they need?

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DEPARTMENT Social Studies

COURSE Grade 1

- Jumpstart Activity
- Vocabulary
  - Sing About It!
- Literacy Skill - Identify Main Idea and Details ● Read and Respond
  - Lesson 1 - Needs, Wants, and Choices
  - Lesson 2 - Goods and Services
  - Lesson 3 - Producers and Consumers
  - Lesson 4 - We Spend, Budget, and Save
  - Lesson 5 - Specialized Work
- Quest Options
  - Project Based Learning - Help Stan Make a Money Plan ● Citizenship - Sophie Cubbison: Health Food Pioneer

### **Leveled Readers**

- *How to Make Decisions*
- *Weighing Costs and Benefits*
- *Making the Best Decisions*

### **ELA Connections: Wonders**

- Unit 2 Week 1 - What makes a community?
- Unit 2 Week 3 - Where do animals live together?
- Unit 4 Week 2 - How do animals help each other?
- Unit 4 Week 3 - How do animals survive in nature?
- Unit 6 Week 1 - How does teamwork help us?
- Unit 6 Week 2 - Who helps you?

### **Literature Resources**

- *The Go-Around Dollar* by Barbara Adams and Joyce Zairns
- *The Giant Hug* by Sandra Horning
- *Rock, Brock, and the Savings Shock* by Sheila Bair
- *The Tortilla Factory* by Gary Paulsen

Assessments

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DEPARTMENT Social Studies

COURSE Grade 1

### **Formative:**

- Lesson 1 check, page 189
- Lesson 2 check, page 193
- Lesson 3 check, page 199
- Lesson 4 check, page 203
- Lesson 5 check, page 209
- Online Quizzes (Lessons 1-5)

### **Summative:**

- Chapter 6 Test, pages 213-214

### **Benchmark:**

- Social Studies Pre-Test

### **Alternative:**

- Quest Finding: Write Your Plan

## Interdisciplinary Connections

### **NJSLS: ELA**

- **RL.CR.1.1.** Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** Describe characters, settings, and major event(s) in a story, using key details.
- **RI.MF.1.6.** With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
- **W.WR.1.5.** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

## Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT Social Studies

COURSE Grade 1

**9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).  
**9.1.2.FP.2:** Differentiate between financial wants and needs.  
**9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).  
**9.1.2.PB.2:** Explain why an individual would choose to save money.

### Technology Integration

**9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### Career Education

**CRP1.** Act as a responsible and contributing citizen and employee. **CRP3.** Attend to personal health and financial well-being.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

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COURSE Grade 1

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments • Provide students with English Learner leveled readers.

### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text) • Follow all IEP modifications

### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

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DEPARTMENT Social Studies

COURSE Grade 1

- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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