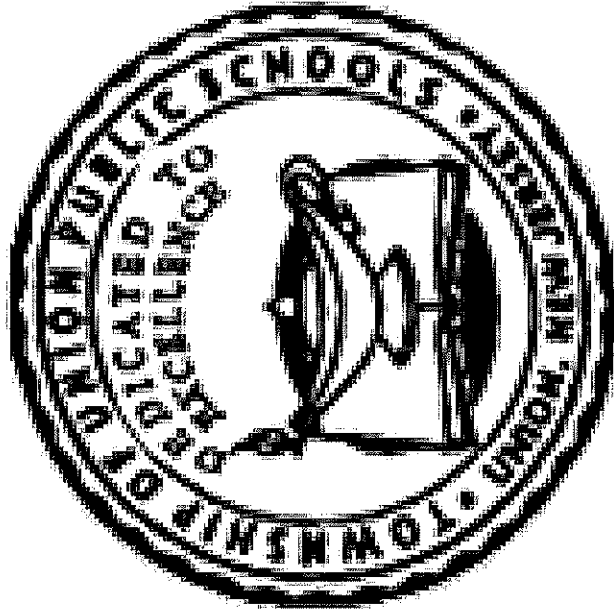


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Social Studies Grade 1
Curriculum Guide
Updated December 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The first grade social studies curriculum guide is aligned with the New Jersey Student Learning Standards. These standards represent the next generation of K-12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school. This is a resource to provide teachers with an interdisciplinary approach to utilizing essential questions and objectives for each of the major content areas of study. At the conclusion of each unit, the students are expected to be able to respond to the essential questions and objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA 18A:35-28 Holocaust/Genocide Education and with The Amistad Bill (A1301).

Recommended Resources:

- New Jersey Student Learning Standards for Social Studies
- Macmillan/ McGraw-Hill Timelinks
- Caring Makes a Difference: K-4thGrade Curriculum Guide: Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide -www.state.nj.us/education/holocaust/curriculum/
- <http://www.njamistadcurriculum.net/>

New Jersey Student Learning Standards for Social Studies

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.

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?

Curriculum Units

Unit 1: _____ Culture _____

Unit 2: _____ Geography _____

Unit 3: _____ History _____

Unit 4: _____ Economics _____

Unit 5: _____ Citizenship _____

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> September/October	36 days
<u>Unit 2:</u> November/December	36 days
<u>Unit 3:</u> January/February	36 days
<u>Unit 4:</u> March/April	36 days
<u>Unit 5:</u> May/June	36 days

Unit 1: Culture

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Who are our families and neighbors?</p> <p><u>How are people different and how do those differences make us special?</u> (NJSA 18A:35-28 Holocaust/Genocide Education)</p> <p>Standards: NJSLSS 6.1 6.2 6.3</p>	<ul style="list-style-type: none"> • Understand that family members, and classmates can all teach us how to act responsibly. • Understand that at times, certain events bring families together. • Understand that there are similar reasons for having rules at home and school. • Understand that people rely on their neighbors. • Understand that America has many different customs because Americans have come from all over the world, bringing the customs of their home countries with them. • <u>Critical Thinking Objectives</u> • Understand why rules are important. • Understand that each one of us is unique and special. 	<ul style="list-style-type: none"> • Have students create a small map of their neighborhood and share with the class. • Have students draw a map of the school or classroom. • Discuss national celebrations (Independence Day, Martin Luther King Jr. Day, etc.) • Have students write a sentence about a celebration they share with their family. • Organize the class into groups and have the students create a list of rules for the classroom. • Have a "Heritage Day" by having the students bring in their "home country's" flag, and a food from the country. • ReadWorks.org • ReadWorksDigital.org • Flocabulary.com • Brainpop.com • Teachtube.com • http://www.njamistadcurriculum.net/ 	<ul style="list-style-type: none"> • End of Unit Test • Mid unit quizzes • Performance Assessments

Unit 2: Geography

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>How do we learn about where we live?</p> <p>Standards: NJSL-SS 6.2 6.3</p>	<ul style="list-style-type: none"> • Understand that whether a person lives in the city, suburbs, in a town, or on a farm, they are part of a community. • Understand that communities and transportation is changing. • Understand that the Earth is made up of land and water, with different landforms and bodies of water. • Understand the weather and the four seasons. • Identify natural resources and recycling. • Understand the connection among community, state, country, continents and Earth. 	<ul style="list-style-type: none"> • Draw a picture of what it would look like in the suburbs. • Create a list of crops that people would grow on a farm. Plant some crops outside the school. • Draw a diagram of a form of transportation. • Put students in groups and have them create an imaginary island with different landforms and bodies of water. • Brainstorm ideas about different things that can be recycled at home and in school. • Create a flow chart that includes their address, neighborhood, community, state, country, continent, and Earth. • ReadWorks.org • ReadWorksDigital.org • Flocabulary.com • Brainpop.com • Teachertube.com • <p>http://www.njamistadcurriculum.net</p>	<ul style="list-style-type: none"> • End of Unit Test • Mid unit quizzes • Performance Assessments

Unit 3: History

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>How did people live long ago?</p> <p>Standards: NJSL-SS 6.1 6.2</p>	<ul style="list-style-type: none"> Understand the difference and similarities between how people lived long ago and how they live today. Understand that there are similarities between our lives today and the lives of Native Americans long ago. Understand the purposes and effects of exploration Understand why the Pilgrims came to America and how they survived. Understand what freedom is and how Americans have been fighting for freedom since the start of the country 	<ul style="list-style-type: none"> Students interview a senior family member or friend in order to compare and contrast life 50 years ago with today (i.e. schools, technology, grocery pricing) Students can complete a Venn Diagram. Use Google Images: Native Americans, Cherokee, Chippewa, Lenape. Students will make observations about the photos and infer what life was like long ago as a Native American. Students can decide if they would like to live during that time and support with reasons. “Explore” an upper grade classroom or other foreign area in the school. Students can create a map (diagram) and discuss what new things they discovered. Connect with lesson vocabulary. Have students and parents bring in various dishes that might have been served at the first Thanksgiving. Invite building staff to join (i.e. principal, librarian, special area teacher) Students can dress as pilgrims (paper hats, etc.) Have students draw/color an American Flag on a sheet of paper. On the back, have the students compile a list of what we are free to do in the United States (i.e. vote, religion/worship, speech etc.) ReadWorks.org ReadWorksDigital.org Flocabulary.com Brainpop.com Teachertube.com http://www.njamilistadcurriculum.net/ 	<ul style="list-style-type: none"> End of Unit Test Mid unit quizzes Performance Assessments

Unit 4: Economics

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why do people work?</p> <p>Standards: NJSLS-SS 6.2 6.3</p>	<ul style="list-style-type: none"> Understand what money is and why it important to save it. Understand the difference between a need and a want. Understand what work is and the different kinds of work people do. Understand that goods are made, bought, and traded. 	<ul style="list-style-type: none"> Use monopoly money or use play money. During the Unit, explain to students they are going to be pretend employees. Pay them with play money for good deeds, class jobs, completing assignments, etc. During the course allow them to use money to buy pencils, erasers, paper, candy etc., but allow them to save for better items such as time on computer, free time, or homework pass. Continue to use above activity to reinforce concept of needs and wants. Ex. Pencil=Need; Free time=want Students can list their needs and wants. i.e. video games, toys, clothes, food. Walk through the school- list different jobs. Students can also share jobs their parents, grandparents, uncle/aunts, etc. have and jobs they would like to have when they are older. ReadWorks.org ReadWorksDigital.org Flocabulary.com Brainpop.com Teachertube.com http://www.njamistadcurriculum.net/ 	<ul style="list-style-type: none"> End of Unit Test Mid unit quizzes Performance Assessments

Unit 5: Citizenship

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we get along together?</p> <p>Why should we follow rules? (NJSA 18A:35-28 Holocaust/Genocide Education)</p> <p>Standards: NJSLS-SS 6.1 6.2 6.3</p>	<ul style="list-style-type: none"> Understand what the Declaration of Independence is and why we celebrate on July 4. Understand what a government is and the importance of the Constitution. Understand laws and what they are for and that some are state and community laws. Understand the importance of being a good citizen and the purpose of voting. Understand that we have many leaders who have different roles. Understand some of the symbols that represent the USA and what they stand for. Understand laws help keep us safe; to understand that we have rules to guide us and keep us safe. 	<ul style="list-style-type: none"> Student will participate in a Project Based Learning activity to plan a 4th of July BBQ. Students will create guest lists, invitations, menus, and decoration ideas. They will write and illustrate their plans. Have a discussion with the children about solving a problem fairly and unfairly. Have students decide how to problem solve in partners. Write 10 state or community laws of slips of paper. Organize students into groups of 2 or 3, selecting a slip of paper. Each group will create a skit that shows people obeying the law written on the slip of paper. The remaining class will name the law. Have students create a poster- for the president, the governor, or the mayor. Have them include the person's name, job duties, and other important information. Have students create a symbol for themselves or family, using clay to sculpt, draw, or use other materials. Invite them to show and explain their symbol to the class. ReadWorks.org ReadWorksDigital.org Flocabulary.com Brainpop.com Teachertube.com http://www.njamistadcurriculum.net/ 	<ul style="list-style-type: none"> End of Unit Test Mid unit quizzes Performance Assessments

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4
<p>Chronological Thinking</p> <ul style="list-style-type: none"> • Place key historical events and people in historical eras using timelines. • Explain how the present is connected to the past. 	
<p>Spatial Thinking</p> <ul style="list-style-type: none"> • Determine locations of places and interpret information available on maps and globes. • Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. 	
<p>Critical Thinking</p> <ul style="list-style-type: none"> • Distinguish fact from fiction. • Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.) 	
<p>Presentational Skills</p> <ul style="list-style-type: none"> • Use evidence to support an idea in a digital, oral and/ written format. • Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace. 	

New Jersey Student Learning Standards-Social Studies

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.

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Best Practices and Exemplars:

Students with Disabilities, English Language Learners, and Gifted and Talented Students:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

***Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

***All WIDA Can Do Descriptors can be found at: <https://wida.wisc.edu/teach/can-do/descriptors>**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and*

Entrepreneurial Literacy

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

21st Century Life and Careers Standards

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.

- CRP3: Attend to personal health and financial well-being.
 - 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.
 - CRP9: Model integrity, ethical leadership and effective management.
 - CRP10: Plan education and career paths aligned to personal goals.
 - CRP11: Use technology to enhance productivity.
 - CRP12: Work productively in teams while using global competence.
- Standards 9.1, 9.2, and 9.3**

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Additional Resource Links

- ReadWorks.org
- ReadWorksDigital.org
- Flocabulary.com
- Brainpop.com
- Teachertube.com
- www.njamistadcurriculum.com
- [www.state.nj.us/education/ holocaust/curriculum/](http://www.state.nj.us/education/holocaust/curriculum/)
- [http://www.google.com/ earth/index.html](http://www.google.com/earth/index.html)