Course Title: Social Studies: Grade 1

Subject: Social Studies

Grade Level: 1

Duration: 34-36 Weeks

Prerequisite: None

Elective or Required: Required

Department Mission Statement:

The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:

Through a variety of venues, the first grade social studies curriculum will build a solid foundation of essential social studies skills and concepts. The students will study the concepts of, their school and their community; working their community; looking at their world; traditions that we share; and looking at our past and present. Woven into each unit of study is an essential question which provides a larger framework to guide students and help them see the big idea of each chapter. This helps the students to connect to the content by activating prior knowledge and engaging them in each lesson; experience social studies through meaningful hands-on activities; and transfer their knowledge to new learning situations that demonstrate true understanding.

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Date Submitted: Summer 2018
Social Studies: Grade One

Unit 1: People and Traditions

Approximate # Of Weeks: 6-8 Weeks

Essential Questions:

- How has life changed over time?
- Why do we celebrate people and events?
- How do people show character?
- Why do we read stories?

Upon completion of this unit students will be able to:

- Identify how people and events shape history
- Understand that an artifact is a primary source and that they can tell us about how people lived at that time.
- Use a story to identify similarities and differences in the past and present.
- Identify how facts can help us learn about history
- Use and develop a timeline with several events in sequential order.
- Compare jobs in the past with jobs in the present.
- Discuss how communities in the past are different than communities in the present.
- Recognize how technology has changed the daily lives of people in the present in comparison to the past.
- Explain that our nation celebrates special days to remember and honor people and events from our nation's past.
- Identify what characteristics make people an important part of our history.
- Understand that there are many types of stories, some are fiction and some are nonfiction

Common Core Standards:

- RI.9: Identify basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, and procedures).
- RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Interdisciplinary Standards (njcccs.org)

- 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 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

Activities – include 21st Century Technologies/Research:
- SmartBoard interactive lessons
- Discovery Education videos
- Connect Ed student online activities/games
- Brainpop Videos
- Have pairs of children draw pictures of two community celebrations they have attended or seen and write about their similarities or differences
- Have children locate and read a book about an important person to our history and give a report
- Foldables
Enrichment Activities:
- Have student choose an American hero. Ask them to draw a picture of this person and write a sentence that describes why he or she was courageous, honest, or responsible.
- Students make a poster about life in the past.
- Have students make a Venn Diagram compare/contrast life in the past and present
- Instruct students to pick a historical figure and write a paragraph or bulleted list of historical facts about the person

Methods of Assessments/Evaluation:
- Think/Pair/Share
- Independent work
- Observation
- Open-ended questions
- Projects
- Anecdotal Notes
- Unit Assessments
- Reflectives
- Class discussions
- Ask and Answer questions
- Completion of classwork

Resources/Including Online Resources
- Teacher Manual
- Connect Ed Student/Teacher Edition: connected.mcgraw-hill.com
- SmartBoard Lessons
- Brainpop
- Teacher Webpage
Social Studies: Grade 1

Unit 2: Where We Live

Approximate # Of Weeks: 6-8 Weeks

Essential Questions:
● What do maps show?
● What can we learn from maps and globes?
● How does location affect our lives?

Upon completion of this unit students will be able to:
● Explain how location affects how people live
● Create a community map that shows their home, school, and other places using map elements.
● Use a map and globe to find the cardinal directions and know what each letter stands for.
● Identify the different elements on a map.
● Become aware of the different types of maps such as physical and political
● Determine that where we live on a map affects our lives due to weather and the physical surroundings.
● Recognize that a letter is a kind of primary source.

Common Core Standards:
● RI.6  Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
● RI.7  Use the illustrations and details in a text to describe its key ideas
● RI.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in text
● 1.W.8  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Interdisciplinary Standards (njcccs.org)
● 6.1.4.B.1  Compare and contrast information that can be found on different types of maps and determine how the information may be useful
● 6.1.4.B.4  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.
● 6.1.4.B.7  Explain why some locations in New Jersey and the United States are more suited for settlement than others.
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● Standard 6.3 Active Citizenship in the 21st Century
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● Foldables

Enrichment Activities:
● Give children images of physical features from various places around the world. Have them choose two and write descriptions of each. You may also wish to have children tell or write about the similarities and differences.
● Compare a map and globe, list similarities and differences
● Give children an outline map of the United States. Have them locate, label, and color their state and one or two neighboring states. Place a star where Washington, D.C., is located.
● Have student draw a map of the classroom with a key and label directions.
● Have students work in pairs. Ask them to compare and contrast physical and political maps using a Venn diagram.

Methods of Assessments/Evaluation:
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● Unit Assessments
● Reflectives
● Class discussions
● Ask and Answer questions
● Completion of classwork

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**Unit 3: Beginning Economics**

**Approximate # Of Weeks:** 6-8 Weeks

**Essential Questions:**

- Why are goods and services important?
- Why do we need money?
- Why do we need producers, sellers, and buyers?
- Why do we make choices?

**Upon completion of this unit students will be able to:**

- Describe the connection of how economics affects our choices.
- Recognize that a picture can be a photograph or a drawing and that pictures from long ago can be a primary source.
- Explain the difference between goods and services and identifying those who provide them.
- Explain why using money is a better way to buy things than barter.
- Give some examples of how people barter today
- Explain why people invented coins and bills?
- Explain the difference between a producer, a seller and a buyer
- Explain how producers and sellers work together.
- Be able to talk about making choices when something becomes scarce
- Know why it is important to save our money

**Common Core Standards:**

- **RI.1.1** Ask and answer questions about key details in a text
- **RI.1.2** Identify the main topic and retell key details of a text
- **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **1.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Interdisciplinary Standards (njcccs.org)

- 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economics of New Jersey and the United States

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Standard 6.3 Active Citizenship in the 21st Century
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Activities – include 21st Century Technologies/Research:

- SmartBoard interactive lessons
- Discovery Education videos
- Connect Ed student online activities/games
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- Have pairs of children draw pictures of two community celebrations they have attended or seen and write about their similarities or differences
- Have children locate and read a book about an important person to our history and give a report
- Foldables

Enrichment Activities:

- Make a poster ad for a new good to be sold in a classroom store.
- Make a word web to name goods and services
- Write and illustrate a paragraph about a shopping experience. Use time order words to signal the sequence of events
- Have students write and perform a commercial for a good.
- Provide children with old magazines and newspapers. Have them cut out various pictures of needs and wants. Tell them to glue individual pictures to index cards and use these cards to create a game about want and needs
Methods of Assessments/Evaluation:
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- Observation
- Open-ended questions
- Projects
- Anecdotal Notes
- Unit Assessments
- Reflectives
- Class discussions
- Ask and Answer questions
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Unit 4: Good Citizens

Approximate # Of Weeks: 6-8 Weeks

Essential Questions:
- What does it mean to be a good citizen?
- How can people’s actions affect others?
- How can citizens make a difference?
- How do people and symbols stand for America?

Upon completion of this unit students will be able to:
- Understand how people’s actions affect others
- Differentiate between a right and a responsibility
- Describe the different roles people play as citizens in their families, school, and community.
- Explain why rules and laws are important for us to have.
- Discuss the meaning of authority and know who may have “authority”
- Understand the importance of being able to solve a conflict and how one would go about solving a conflict.
• Know what a service project is
• Relate why important national symbols and monuments are important in our national history

Common Core Standards:
• RI.1.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
• RI.1.1  Ask and answer questions about key details in a text
• 1.W.8  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Interdisciplinary Standards (njcccs.org)
• 6.1.P.A.1  Demonstrate an understanding of rules by following most classroom routines.
• 6.1.P.A.2  Demonstrate responsibility by initiating simple classroom tasks and jobs
• 6.1.P.A.3  Demonstrate appropriate behavior when collaborating with others.
• 6.1.4.A.1  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.
• 6.1.4.A.2  Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
• Standard 9.1  21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
• Standard 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

Activities – include 21st Century Technologies/Research:
• SmartBoard interactive lessons
• Discovery Education videos
• Connect Ed student online activities/games
• Brainpop Videos
• Have pairs of children draw pictures of two community celebrations they have attended or seen and write about their similarities or differences
● Have children locate and read a book about an important person to our history and give a report
● Foldables
● Write and illustrate what you do as a responsible citizen
● Discuss why our classroom rules are important

Enrichment Activities:
● Work with a partner to organize cause and effect relationship if rules are not followed
● Make a poster of some of our national symbols in the United States and label each picture.
● Have children write a poem, draw a picture, or sing a song about being a good citizen
● Have students design a good citizen award or a card for a community or school member
● Have children create a poster or write a song to perform that reminds people to follow school rules.
● Have children make a mobile of their favorite American symbols. Have them write sentences explaining each symbol in their mobiles.

Methods of Assessments/Evaluation:
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