

Toms River Regional Schools
SOCIAL STUDIES
CURRICULUM

Content Area: Social Studies

Course Title: Elementary

Grade Level: 1

Unit Plan 1: Communities
All About Communities

September/October

Unit Plan 2:
Economics
Connecting

November/December

Unit Plan 3: History
People and Places in
History

January/February

Unit Plan 4: Geography
Our Earth

March/April

Unit Plan 5:
Citizenship
Working Together

May/June

Unit Plan 6: Culture
Celebrating our Heritage

On-going

Date Created: August 4, 2014

Board Approved on: October 21, 2014

Unit 1 Overview	
Content Area: Social Studies	
Unit Title: All About Communities	
Target Course/Grade Level: Social Studies/Grade 1	
<p>Unit Summary: Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities, people help each other and follow rules. Transportation and communication in communities have changed over time.</p> <p>Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama</p> <p>21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.</p> <p>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.</p> <p>9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <p>9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <p>For further clarification refer to NJ World Class Standards Introduction at www.nicccs.org</p>	
Learning Targets	
New Jersey Social Studies Standards	
<p>6.1 U.S. History: America in the World: All students will acquire 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.</p> <p>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.</p> <p>Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.</p> <ul style="list-style-type: none"> • Reading Standards for Literature: RL.1.1-1.7, 1.9, 1.10 • Reading Standards for Informational Text: RI.1.1-1.10 • Writing Standards: W.1.1-1.3, 1.5, 1.7, 1.8 • Speaking and Listening Standards: SL.1.1-1.6 • Language Standards: L.1.1, 1.2, 1.4-1.6 	
CPI#	Cumulative Progress Indicator (CPI)
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.3	Determine how “fairness,” “equality,” and the “ common good ” have influenced change at the local and national levels of United States government.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is a community? • What are neighbors? • What different kinds of communities are there? • What are laws? • What is a good citizen? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A community is a place where people live, work, and have fun together. • A neighbor is someone who lives in the same neighborhood. • There are suburban, rural, and urban areas. • Laws are rules people in a community must follow. • <input type="checkbox"/> A good citizen is a member of the community who helps others.
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<p>Unit Objectives: (September-Oct) <i>Students will...</i></p> <ul style="list-style-type: none"> • Learn that people live in communities. • Recognize that community members work together for the common good. • Recognize the characteristics of cities, suburbs, and rural areas. • Identify the significance of community landmarks. • Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different. • Identify changes in communication and transportation and explore ways that these changes have affected people’s lives. • Identify where they live using a world address. • Discuss why communities exist. • Identify the characteristics of different communities, including specific landmarks. • Discuss different types of transportation and communication available in their community. • Apply the qualities of good citizenship by following rules and laws. • List ways rules and laws help people. • Identify the qualities of good citizenship • Recognize ways to show good citizenship. • Recognize the way rules and laws help communities.
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Evidence of Learning

Formative Assessment

- Classroom Discussion
- Anecdotal Notes
- Exit Slips
- Checklists
- Presentations or Projects
- Portfolios
- Cooperative Learning Groups
- Open Ended Questions
- Vocabulary Quizzes
- Rubrics
- Summative Assessment
- Participation and teacher observation
- Daily work
- Chapter tests
- End of unit tests
- Anecdotal records
- Student Report Card grades

Modifications (ELL, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- 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/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps and 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

Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher

Resources: Computer, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers, Wonders Teaching Posters

Literature:

Franklin's Neighborhood by Paulette Bourgoise

Houghton Mifflin *Grow and Change*

Great Source *Daily Geography*

www.connected.mcgraw-hill.com

www.scholastic.com

www.socialstudiesforkids.com

[m](#)

www.lessonplanet.com

www.brainpop.com

www.primarygames.com

[www.bensguide.gpo.gov/k-](http://www.bensguide.gpo.gov/k-2/government/index.html)

2/government/index.html www.cdm.org

www.planning.org/kidsandcommunity/

www.pbskids.org

www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.
- [NJ Standards 9 Introduction](#)
- [21st-Century Life and Career Standards \(with links to CPIs\)](#)
- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
- PBL (Problem Based Learning) tasks found through the resources can be adapted to address various historical/cultural units.
- In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies Curriculum.

Unit 2 Overview

Content Area: Social Studies

Unit Title: Connecting to the World

Target Course/Grade Level: Social Studies/Grade 1

Unit Summary:

By working, people get the things they need and want. Some people are producers, but not all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

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.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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Learning Targets

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire 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.
- **6.3 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.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

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- Writing Standards: W.1.1-1.3, 1.5, 1.7, 1.8
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CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact if ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why do people work? • What is a volunteer? • What are needs and wants? • What are goods and services? • What are producers and consumers? • What is a factory? • What is trade? • What is technology? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • People work to earn money. • Volunteers do important jobs without getting paid. • Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live. • Goods are things that are made or grown. A service is something that people do for others. • A producer makes or grows goods to sell and a consumer uses the goods. We are all consumers. • A factory is a building where things are made. • Trade is when we give something and then get something back. Different countries trade using various routes. • Technology is an advance that makes things faster, easier, or better.
<p>Unit Objectives: (November-December) <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand that people work to earn money and help others. • Explain the choices people make about earning money. • Identify needs and wants. • Explain the choices people make about spending and saving. • Distinguish between goods and services. • Learn what producers and consumers are. • Distinguish between producing and consuming. • Trace a product from a natural resource to finished goods. • Understand trade. • Identify ways in which science and technology have affected communication, transportation, and recreation. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain why people work. • List examples of needs and wants and discuss choices people make when earning, saving, and spending money. • Define goods, services, producers, and consumers. • Sequence the process of creating finished goods from a natural resource. • Explain how communication, transportation, and recreation have been affected by science and technology. 	
<p>Evidence of Learning</p>	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Classroom Discussion • Portfolios • Anecdotal Notes • Cooperative Learning Groups • Exit Slips • Open Ended Questions • Checklists • Vocabulary Quizzes • Presentations or Projects • Rubrics <p>Summative Assessment</p> <ul style="list-style-type: none"> • Participation and teacher observation • Chapter tests • Daily work • End of unit tests 	

- Anecdotal records
- Student Report Card grades

Modifications (ELL, Special Education, Gifted and Talented)

ELL:

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Great Sources *Daily Geography*

Houghton Mifflin *Grow and Change*

Literature:

The Night Worker by Kate Banks

Market Day by Lois Ehlert

A Busy Day at Mr. Kang’s Grocery Store by Alice K. Flanagan

Madlenka by Peter Sis

Joseph Had a Little Overcoat by Simms Taback

Click Clack Moo: Cows that Type by Doreen Cronin

Trashy Town by Andrea Zimmerman

Websites:

www.socialstudiesforkids.com

www.apples4theteacher.com

www.brainpop.com

www.primarygames.com

www.bensguide.gpo.gov/k-2/symbols/index.html

www.academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html

www.worldatlas.com/aatlas/infopage/comprose.htm

www.great-lakes.net/

www.connected.mcgraw-hill.com

www.m-w.com/maps/mwmapsn.html

www.cookman.edu/about_BCU/history/our_founder.html

www.usflag.org/

www.ipledgeallegiance.com/

www.state.gov/r/pa/ei/bgn/4142.htm

www.mhschool.com

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Unit 3 Overview

Content Area: Social Studies

Unit Title: People & Places in History

Target Course/Grade Level: Social Studies/Grade 1

Unit Summary:

Beginning with Native Americans and continuing through the American Revolution, the United States slowly grew and changed. New people came to America and continue to do so today.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

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- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #	Cumulative Progress Indicator (CPI)
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.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
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.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
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.

Unit Essential Questions

- What is a Native American?
- What are traditions?
- What is an explorer?
- What is a colony?
- How did the Native Americans help the Pilgrims?
- What key historical people and documents led to the development of our nation?
- What is a pioneer?
- What is an immigrant?

Unit Enduring Understandings

Students will understand that...

- Native Americans were the first people to live in America.
- A tradition is a special way of doing something to what is passed down over time.
- An explorer is a person who traveled to learn about a new place. Explorers come from Europe to America.
- A colony is a place where colonists live and is ruled by another country.
- Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.
- George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. The Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation.
- Pioneers leave their homes to inhabit a land they do not know.
- An immigrant is a person who leaves a country to live in another.

Unit Objectives:

(January-February)

Students will...

- Identify Native Americans as the first people to live in North America.
- Explain Native American traditions.
- Learn about early explorers to America.
- Recognize how the Pilgrims overcame hardship with the help of Native Americans.
- Explain how the original 13 colonies became the United States.
- Identify contributions of historical figures that have influenced the nation.
- Identify and explain the importance of historical documents to the development of the United States.
- Describe how the United States grew over time.

Students will be able to...

- Recognize Native Americans as the first people to live in North America.
- Describe Native American traditions.
- Identify early explorers to America.
- List how the Native Americans helped the Pilgrims overcome hardship.
- Recognize that there were 13 original colonies.
- Name historical figures and documents and describe how they contributed to our history.
- Show the growth of the United States.

Evidence of Learning

Formative Assessment

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Great Sources *Daily Geography*

Houghton Mifflin *Grow and Change*

Literature:

Where Did Your Family Come From? A Book About Immigrants by Melvin and Gilda Berger

Frank's Great Museum Adventure by Rod Clement

Museums by Jason Cooper

Covered Wagons, Bumpy Trails by Verla Kay

Grandmother's Dreamcatcher by Becky Ray McCain

Who Came Down That Road? by George Ella Lyon

Martin's Big Words by Doreen Rappaport

Happy Birthday, Martin Luther King by Jean Marzollo

My Brother Martin by Christine King Farris

A Picture Book of George Washington by David Adler

George Washington, Our First President by Garnet Jackson

Websites:

www.connected.mcgraw-hill.com

www.lessonplanet.com

www.socialstudiesforkids.com

www.apples4theteacher.com

www.primarygames.com

www.bbc.co.uk/history/discovery/exploration/map_navigation_animation.shtm

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Unit 4 Overview

Content Area: Social Studies

Unit Title: Our Earth

Target Course/Grade Level: Social Studies/Grade 1

Unit Summary:

Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth's seasons and its resources affect our lives.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

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Learning Targets

New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire 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.
- **6.3 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.

Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Literature: RL.1.1-1.7, 1.9, 1.10
- Reading Standards for Informational Text: RI.1.1-1.10
- Writing Standards: W.1.1-1.3, 1.5, 1.7, 1.8
- Speaking and Listening Standards: SL.1.1-1.6
- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when 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.5	Describe how human interaction impacts the environment in New Jersey and the United States.
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.9	Compare and contrast how access to and use of resources affects people across the world differently.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does geography help me? • What are important characteristics of our country and world? • What different landforms make up our country? • What are the four seasons and how do they affect our lives? • What is a natural resource and how do we use them? • How can we protect the Earth? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Geography tells about the Earth, people, plants, and animals that live on Earth. • Our country is made up of capitals and states. • Our world is made up of seven continents and four oceans. • Our country is made up of various landforms and bodies of water. • Summer, fall, winter, and spring affect our daily lives by making us adapt to changes. • A natural resource is something that is in nature that is ready for people for use. • We can protect the earth by making minimal changes and practicing recycling.
<p>Unit Objectives: (March-April) <i>Students will...</i></p> <ul style="list-style-type: none"> • Identify the United States and her neighbors on a map and globe. • Identify the oceans and seven continents on a map and globe. • Identify major landforms and bodies of water on maps and globes. • Learn how to use a compass rose, map key, and map scale. • Recognize the difference between weather and seasons. • Find out how weather patterns affect people’s activities. • Explain what natural resources are. • Explain how people depend on natural resources to satisfy their basic needs. • Learn how the Earth has been changed by people and identify ways in which people have changed her. • Identify ways of protecting Earth. • Recognize ways people can conserve and replenish natural resources. • Utilize a map and a globe to identify the United States and her border neighbors. • Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water. • Explain how to use a compass rose, map key, and map scale. • Distinguish between weather and seasons vocabulary. • Discuss how weather influences personal activity. • Describe natural resources and how people are dependent on them to satisfy basic needs. • Explain how the Earth has been changed by people. • Illustrate how people can protect the Earth and conserve and replenish her resources. 	
<p>Evidence of Learning</p>	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Classroom Discussion • Portfolios • Anecdotal Notes • Cooperative Learning Groups • Exit Slips • Open Ended Questions • Checklists • Vocabulary Quizzes • Presentations or Projects • Rubrics <p>Summative Assessment</p> <ul style="list-style-type: none"> • Participation and teacher observation • Student Report Card Grades 	

- Daily work
- End of unit tests
- Anecdotal records
- Chapter tests

Modifications (ELL, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- 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/504 plan

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

Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources: Computer, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers, Wonders Teaching Posters

Great Sources *Daily Geography*

Houghton Mifflin *Grow and Change*

Literature:

The Earth and I by FrankAsch

Our Earth by Anne Rockwell

Earthdance by Joanne Ryder

In November by Cynthia Rylant

On the Same Day in March: A Tour of the World’s Weather by Marilyn Singer

Letter to the Lake by Susan Swanson

Our Big Home: An Earth Poem

by Linda Glaser

Michael Recycle by Ellie

Bethel

Websites:

www.connected.mcgraw-hill.com

www.scholastic.com

www.socialstudiesforkids.com

www.apples4theteacher.com

www.lessonplanet.com

www.brainpop.com

www.primarygames.com

www.50states.com/

www.fermi.jhuapl.edu/states/states.html

www.urbanext.uiuc.edu/world/nres.html

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.
- [NJ Standards 9 Introduction](#)
- [21st-Century Life and Career Standards \(with links to CPIs\)](#)
- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
- PBL (Problem Based Learning) tasks found through the resources can be adapted to address various historical/cultural units.
- In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies Curriculum.

Unit 5 Overview

Content Area: Social Studies

Unit Title: Working Together

Target Course/Grade Level: Social Studies/Grade 1

Unit Summary:

A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

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.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at www.njcccs.org

Learning Targets

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- Speaking and Listening Standards: SL.1.1-1.6
- Language Standards: L.1.1, 1.2, 1.4-1.6

CPI #	Cumulative Progress Indicator (CPI)
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.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “ common good ” have influenced change at the local and national levels of United States government.
6.1.4.A.10	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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
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.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
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.
6.3.4.A.1	Evaluate what makes a good rule or law.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
Unit Essential Questions <ul style="list-style-type: none"> • What makes a good citizen? • How does a good citizen act? • What are some symbols that represent the United States? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • A good citizen makes his or her country and community a better place. • A good citizen follows the rules. • The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.
Unit Objectives: (May-June) <i>Students will ...</i> <ul style="list-style-type: none"> • Identify different types of groups. • Explain the need for groups to have rules. • Explain the need for rules and laws in the home, school, and community. • Give examples of rules or laws that establish order, provide security, or manage conflict. • Identify leadership roles in community, state, and country. • Describe the responsibilities and characteristics of a good leader. • Identify the qualities of good citizenship as demonstrated by ordinary people. • Identify and use voting as a way to make decisions. • Identify symbols of national identity, such as our flag and the Pledge of Allegiance. • Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility. • Identify historic figures who were good citizens. • Demonstrate understanding and skills through material such as songs. <i>Students will be able to...</i> <ul style="list-style-type: none"> • Distinguish between different types of groups and explain the need for rules in all groups. • Define rules and laws. • Illustrate a leader in the community, state, or country. • List the responsibilities and characteristics of a good leader. 	

- Define the qualities of a good citizen in their community.
- Discuss how the community makes decisions.
- Participate in an election.
- List historical figures who exemplify characteristics of good citizenship.
- Illustrate and label symbols of our national identity related to citizenship.
- Listen to and discuss patriotic songs.

Evidence of Learning

Formative Assessment

- Classroom Discussion
- Portfolios
- Anecdotal Notes
- Cooperative Learning Groups
- Exit Slips
- Open Ended Questions
- Checklists
- Vocabulary Quizzes
- Presentations or Projects
- Rubrics

Summative Assessment

- Participation and teacher observation
- Chapter tests
- End of unit tests
- Anecdotal records
- Student Report Card grades
- Daily work

Modifications (ELL, Special Education, Gifted and Talented)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
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Teacher Notes:

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Great Sources *Daily Geography*

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Literature:

Woodrow, the White House Mouse by P.C. Barnes

Washington, D.C.: A Scrapbook by Laura Lee Benson
The Honest to Goodness Truth by Patricia McKissack
The American Flag by Patricia Ryon Quiri
A Picture Book of George Washington by David Adler
George Washington, Our First President by Garnet Jackson
If I Were President by Catherine Stier
Grace for President by Kelly DiPucchio
My Teacher for President by Kay Winters
So You Want To Be President by Judith St. George

Websites:

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www.apples4theteacher.com

www.socialstudiesforkids.com

www.brainpop.com

www.primarygames.com

www.map-reading.com/chap4.php

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Unit 6 Overview

Content Area: Social Studies

Unit Title: Celebrating Our Heritage

Target Course/Grade Level: Social Studies/Grade 1

Unit Summary:

Holidays will be discussed during the appropriate time of the school year.

Primary Interdisciplinary Connections: ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

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.

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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.
6.1.4.A.3	Determine how “fairness”, “equality”, and the “common good” have influenced change at the local and national levels of the United States government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.10	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.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
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.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
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.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for change.
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.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> •What is Labor Day? •What is Veterans Day? •What is Thanksgiving? •What is Dr. Martin Luther King, Jr. Day? •What is Presidents’ Day? •What do the Winter Holidays have in common? •What is Memorial Day? •What is Independence Day? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Labor Day is when we show respect for our country’s working people. Veterans Day is when we thank those who have served in our Nation’s Armed Forces. • Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans. • Winter holidays incorporate lights into their celebrations. • Martin Luther King, Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights. • Presidents’ Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln. • Memorial Day is when we show respect for the soldiers who died for our country. • Independence Day is when we celebrate our country’s birthday.
<p>Unit Objectives: (On-going Throughout the Year) <i>Students will...</i></p> <ul style="list-style-type: none"> • Explain how selected celebrations reflect an American love of individualism and freedom. • Discuss how holidays reflect our local and national heritage. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify major holidays and relate how different people celebrate them. • Explain why certain holidays are related to history. 	
<p>Evidence of Learning</p>	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Classroom Discussion • Portfolios • Anecdotal Notes • Cooperative Learning Groups • Exit Slips • Open Ended Questions • Checklists • Vocabulary Quizzes • Presentations or Projects • Rubrics <p>Summative Assessment</p> <ul style="list-style-type: none"> • Participation and teacher observation • Chapter tests • Daily work • End of unit tests • Anecdotal records • Student Report Card grades 	
<p>Modifications (ELL, Special Education, Gifted and Talented) ELL:</p> <ul style="list-style-type: none"> • Work toward longer passages as skills in English increase • Use visuals • Introduce key vocabulary before lesson • Provide peer tutoring 	

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Literature:

Labor Day by Carmen Bredeson

Thanksgiving is for Giving Thanks by Margaret Sutherland and Sonja Lamut

What is Thanksgiving? by Michelle Medlock Adams

In November by Cynthia Rylant

A Picture Book of Martin Luther King, Jr. by David A. Adler

Martin Luther King, Jr. by Pam Parker

Celebrating Presidents’ Day by Kimberly Jordano

Presidents’ Day by David F. Marx

Memorial Day by Jacqueline S. Cotton

Memorial Day Surprise by Theresa Golding

Independence Day by Trudy Stain Trueit

The Fourth of July Story by Ashley Dagliess

Websites:

www.scholastic.com

www.lessonplanet.com

www.socialstudiesforkids.com

www.apples4theteacher.com

www.brainpop.com

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