

READINGTON PUBLIC SCHOOL DISTRICT

First Grade Social Studies

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I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey, and eventually, to an understanding of American traditions, democratic values, and our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN FIRST GRADE

The purpose of social studies education is to provide students the opportunity to acquire 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. First grade students will build on the knowledge from kindergarten learning of home and family and the basic understandings of good citizenship and American holidays and symbols.

In first grade, students will learn about the rights that responsible Americans enjoy. Students will also gain knowledge of schools, communities, and transportation, now and long ago. The different traditions and customs of Americans will also be explored as students compare people with different backgrounds. They will review the difference between needs and wants, and how their needs are met. First grade students focus on learning school rules for personal safety and the safety of others, as well as elements of good citizenship through examples in history and literature that highlight honesty, kindness, and responsibility (e.g., George Washington, Martin Luther King, Jr., etc.). State and national symbols as signs of citizen unity are also addressed.

III. GOALS

Linked to the 2014 New Jersey Core Curriculum Content Standards for Social Studies

There are a variety of standards for social studies curriculum. This document compiles and harmonizes the New Jersey Student Learning Standards and the 21st Century Skills Curriculum Standards. The standards have been organized by themes of social studies: social studies skills, history, civics, geography, and economics. Bolded sections of standards identify areas of focus for the grade level.

Social Studies Skills

- o Place key historical events and people in historical eras using timelines (Chronological Thinking)
- o Explain how the present is connected to the past (Chronological Thinking)
- o Determine locations of places and interpret information available on maps and globes (Spatial Thinking)
- o Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. (Spatial Thinking)
- o Distinguish fact from fiction. (Critical Thinking)
- o Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., letters, documents, diaries, maps, photos, etc.) (Critical Thinking)
- o Use evidence to support an idea in a digital, oral, and/written format. (Presentational Skills)
- o 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. (Presentational Skills)

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are

two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, and analysis of primary sources, charts, and diagrams.

V. SCOPE AND SEQUENCE

First Grade:

Units of Study	First Grade
<p>Unit 1 September/October 7 weeks</p>	<p>Rules and Laws</p>
<p>Unit 2 November/December 7 weeks</p>	<p>Where People Live</p>
<p>Unit 3 January/February 7 weeks</p>	<p>We Love Our Country & The People in Our Country</p>
<p>Unit 4 March/April 7 weeks</p>	<p>Our Changing World and the People In It</p>
<p>Unit 5 May/June 7 weeks</p>	<p>The Marketplace</p>

VI. UNITS OF STUDY

<p>First Grade Unit 1 Rules and Laws</p>
<p>Desired Results</p>

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 new laws and policies over time at the local and national levels of United States government.

6.1.4.A.9

Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human 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.

6.3.4.A.1

Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

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.

Understandings:

- Rules protect our rights and keep us safe.
- Laws allow people in our community to be treated fairly and stay safe.
- Treat others how you would like to be treated.

Essential Questions:

- Why should we follow rules?
- How do laws help communities?
- How can you show respect for the rights of others?

Students will know/learn...

- That rules and laws are necessary for homes, schools, and communities
- That rules and laws protect our rights and keep us safe
- That laws in our community allow people to be treated fairly
- To show respect at home, in school, and in the community
- The rights guaranteed by the United States Constitution and the Bill of Rights
- Fairness, equality, social change, Dr. Martin Luther King,
- Identify local issues in our community

Students will be able to...

- To recognize the need for rules and laws in home, school, and community
- Identify the characteristics of a good law and describe a law in our community that has these characteristics
- To identify roles and responsibilities of leaders at home, school, and community
- To identify and use behaviors that show respect for ourselves and others
- To provide examples of how rules and laws protect our rights and resolve conflicts
- To provide examples of how our founding documents contribute to our democracy
- To provide examples of how our government’s attempts to ensure fairness and equality for our citizens has affected our laws and policies
- Compare and contrast the responses of various groups to the violation of their rights
- Describe how civil rights leaders created social change
- Compare and contrast the governments, languages, customs, and laws of various nations
- Create an action plan to inform community members about this issue

Assessment Evidence

Performance Tasks:

- Unit 1 Writing Activity: Write a List of School Rules on Teacher Manual page 10
- Unit 1 Project: Campaign Rally -Teacher Manual page 10 for project guidelines
- Students will write about why laws are important. They will explain how different the world would be without them.

Other Evidence:

- Homework and Practice pages throughout the Unit
- Discussion and Teacher Observation
- Unit 1 Pretest on Teacher Manual
- Unit 1 Assessment on Teacher Manual

Learning Plan

Learning Activities:

- Students will partake in big book unit read alouds and partner reading with accompanying small book selections.
- Students will participate in Harcourt Technology Lessons that accompany each unit.
- Students will create charts that establish what a rule is, and what a law is, and how those rules and laws apply to a school environment.

Resources for Instruction

Textbook and Children’s Literature:

Harcourt Social Studies- A Child’s View Unit 1

Mentor Texts-

I am a Good Citizen by Mary Salzmman

School Rules by Larry Brimmer

People Who Help Us by Rebecca Rissman

No, David! by David Shannon

Supporting Materials:

Civics and Government Text Set from American Reading Company

Brain Pop Jr. website

www.brainpopjr.com

<http://www.eharcourtschool.com/>

**First Grade Unit 2
Where People Live**

Desired Results	
<p>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.</p> <p>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.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p><i>Students will know/learn:</i></p> <ul style="list-style-type: none"> ● That different types of maps tell us different information. ● There are many different types of landforms in the world as well as in New Jersey. ● That humans have a large impact on the environment. ● Science and technology play a role in the environment. ● That people use natural resources every day. ● Identify landforms, climate and weather, and resources that affect where people live and work ● Identify natural resources <p><i>Students will be able to:</i></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. ● Use evidence to support an idea in digital, oral, and written format. ● Share information about a topic in an organized manner (e.g. provide a coherent line of reasoning with support/relevant details) speaking clearly at an appropriate pace. ● Describe the specific landforms, climate and weather, and availability of resources in New Jersey that helped to determine where people live and work. ● Compare ways people choose to use and distribute natural resources. ● Explain actions taken to address environmental concerns caused by people and technology 	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will create a map of the school. They will be able to describe where different classrooms are using the cardinal directions. ● Students will write about ways they can help 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Homework and Practice pages throughout the Unit ● Discussion and Teacher Observation ● Unit 2 Test

<p>the environment and things that people can do to limit the amount of natural resources they use.</p>	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will partake in big book read alouds and partner reading with accompanying small book selections. ● Students will participate in Harcourt Technology Lessons that accompany each unit. ● Students will create maps of the school, labeling classrooms with cardinal directions. ● Students will use journals to create ideas for recycling, and thoughts on how to limit the amount of natural resources utilized by our society. 	
<p>Resources for Instruction</p>	
<p>Textbook and Children’s Literature Harcourt Social Studies-A Child’s View Unit 2 <i>Where is My Town?</i> by Robin Nelson <i>Where is My Home?</i> by Robin Nelson <i>Mapping the World</i> by Marta Block <i>Mapping Your Community</i> by Marta Block <i>Looking at Maps and Globes</i> by Carmen Bredson <i>Houses and Homes (Around the World)</i> by Ann Morris <i>Me on the Map</i> by Joan Swinney <i>At Home Around the World</i> by Lucy Floyd <i>This Is My Town</i> by Mercer Mayer <i>Hottest Coldest Highest Deepest</i> by Steve Jenkins <i>America The Beautiful</i> by Scholastic, Inc <i>The Pledge of Allegiance</i> by Scholastic, Inc. <i>My Country ‘Tis of Thee</i> by Scholastic, Inc. <i>This is the Way We Go To School</i> by Edith Baer <i>The Big Red Sign</i> by Scholastic, Inc.</p>	<p>Supporting Materials www.brainpopjr.com http://www.eharcourtschool.com/</p>

<p>First Grade Unit 3 We Love Our Country January 3 Weeks</p>
<p>Desired Results</p>
<p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4.D.16</p>

Describe how stereotyping and prejudice can lead to conflict using examples from the past and the 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.20

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Understandings:

- Symbols, heroes, and holidays tell us about the history of our country.
- Beliefs, values, and traditions reflect our culture.

Essential Questions:

- What do our country's symbols, heroes, and holidays tell us about our country?
- Why do we have national holidays?
- What are the Declaration of Independence and United States Constitution?
- Who was George Washington?
- Why do immigrants come to the United States?
- Describe how the Native Americans helped the settlers from England adjust to life in America.

Students will know/learn...

- That symbols, heroes, and holidays tell about the history of our country
- That national holidays are celebrated in the United States
- That the Declaration of Independence and the United States Constitution are historical documents
- That George Washington was an important historical leader
- The Native Americans helped the English settlers adjust to life in America
- The meaning of perspective

Students will be able to...

- Identify United States symbols, heroes, and holidays
- Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., letters, documents, diaries, maps, photos, etc.)
- Explain the meaning of Independence Day
- Describe the importance of the Declaration of Independence and United States Constitution
- Describe George Washington's role in American history
- Describe the role of the Native Americans
- Place key historical events and people in historical eras using timelines
- Explain how the present is connected to the past
- Distinguish fact from fiction
- Identify actions that are unfair and propose solutions
- Identify events in the past and present that have caused conflict due to prejudice and/or stereotyping
- Provide examples of how beliefs, values, and traditions reflect more than one culture

<ul style="list-style-type: none"> Describe how cultures can be interconnected 	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Students will write about an important symbol/hero and how they have impacted the United States. They can also write about why we celebrate national holidays and why everyone celebrates them. 	Other Evidence: <ul style="list-style-type: none"> Homework and Practice pages throughout the Unit Discussion and Teacher Observation Unit 3 Test
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> Students will partake in big book unit read alouds and partner reading with accompanying small book selections. Students will participate in Harcourt Technology Lessons that accompany each unit. Students will create timelines that place key historical events and people in historic eras. Students will create posters that link important national symbols and monuments to historical figures and present these findings to the class. Students will work in groups to write about the importance of Native Americans in the development of our country. Groups will present their findings using the Smartboard or document camera as a whole class activity. 	

First Grade Unit 4 Our Changing World
Desired Results
<p>6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made to their communities.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and Nations.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, and governments within the economic system.</p> <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and</p>

government.

6.1.4.C.8

Illustrate how **production, distribution, and consumption of goods and services** are interrelated and are affected by the global market and events in the world community.

6.1.4.C.9

Compare and contrast how the availability 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.18

Explain how **the development of communications systems** has led to increased collaboration and the spread of ideas throughout the United States and the world.

9.1.4.B.1

Differentiate between financial wants and needs.

9.1.4.B.2

Identify age-appropriate financial goals.

9.1.4.D.1

Determine various ways to save.

Understandings:

- People today are the same as people who lived long ago, but the way people live has changed over time.
- Although Americans may come from different backgrounds, they share some beliefs.

Essential Questions:

- How has the way people lived in the past changed over time?
- What changes can take place in a community over time?
- How can we describe time?
- How have the changes in technology and transportation improved life in the present?

Students will know/learn...

- Communities, people, technology, and transportation have changed over time
- We use the terms past, present, and future to describe time
- The meaning of needs, wants, scarcity, private goods, private services, production, distribution, consumption of goods and services, resources, money, savings, and debt
- How households and businesses are economically connected

Students will be able to...

- Compare and contrast everyday life in different times and places
- Explain how some things change while some things stay the same
- Identify the choices and trade-offs made when innovations are adopted
- Recognize how and why tools from the past were improved or replaced by changes in technology in the present

- Use evidence to support an idea in a digital, oral, and written format
- Analyze artifacts, including household tools of the past
- Recognize changes in daily life brought by innovations, inventions, and new technologies
- Distinguish fact from fiction
- Explain how the present is connected to the past
- Identify and interpret a variety of primary and secondary sources for reconstructing the past (ie., documents, letters, diaries, maps, photos, etc.)
- Identify a choice made by an individual or community that was influenced by needs, wants, and scarcity
- Identify the private goods and services available to us
- Identify available resources
- Compare and contrast how the availability of resources affects people across the world differently
- Provide examples of how our communication systems have developed

Assessment Evidence

Performance Tasks:

- Students will write a story about life in America when the settlers came. They will compare it to life today.
- They will also have a discussion with their classmates about why people wanted to come to America.

Other Evidence:

- Homework and Practice pages throughout the Unit
- Discussion and Teacher Observation
- Unit 4 Test

Learning Plan

Learning Activities:

- Students will partake in big book unit read alouds and partner reading with accompanying small book selections.
- Students will participate in Harcourt Technology Lessons that accompany each unit.
- Students will create stories on the computer describing the life of an American Settler and how that life compares to our life in America today.
- Students will discover the difference between fact and fiction through the use of a variety of read aloud selections that accompany this unit.

Resources for Instruction

Textbook and Children’s Literature

Harcourt Social Studies- A Child’s View Unit 4

Harcourt Lesson 3 and 4 in Unit 5

Aunt Flossie’s Hats (and Crab Cakes Later) by Elizabeth Fitzgerald Howard

If You Lived 100 Years Ago by Ann McGovern

When Everybody Wore a Hat by William Steig

My Friend Grandpa by Harriet Ziefert

Grandfather Counts by Andrea Cheng

Children Just Like Me: Celebrations! by Anabel and Barnabas Kindersley

How My Family Lives in America by Susan Kuklin

Children Around the World by Donata Montanari

Supporting Materials

National Atlas website offers interactive, customizable maps of different areas in the United States.

<http://nationalatlas.gov>

United States Census Bureau web page to locate census information and facts about local communities.

http://factfinder.census.gov/home/saff/main.html?_lang=en

The National Park Service offers a comprehensive site with a search engine that cross-references our country’s National Historic Landmarks by name, city, and state.

<http://tps.or.nps.gov/nhl/>

The Library of Congress site features numerous collections of primary sources, biographies, recordings, and photographs. The topic Cities and Towns contains photographic records of communities throughout the history

Homes Around the World: Upper Emergent (Nonfiction Reader) by Dona Herweck Rice
Need to decide upon some folklore mentor texts.

of the United States. <http://memory.loc.gov/ammem/>

**First Grade Unit 5
The Marketplace**

Desired Results

6.1.4.C.8

Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.C.9

Compare and contrast how the availability 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.6

Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

9.1.4.A.2

Identify potential sources of income.

9.1.4.A.3

Explain how income affects spending and take-home pay.

9.1.4.B.3

Explain what a budget is and why it is important.

9.1.4.B.4

Identify common household expense categories and sources of income.

9.1.4.B.5

Identify ways to earn and save.

9.2.4.A.1

Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2

Identify various life roles and civic and work-related activities in the school, home, and Community.

9.2.4.A.3

Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Understandings:

- People work in different kinds of jobs to provide goods and services to others and to earn money for their own needs and wants.
- There are different kinds of markets that students experience in their everyday lives.

Essential Questions:

- Why are goods and services important?
- Why do people buy and sell?
- What kinds of work do people do in a community to earn money for individual needs and wants?
- What markets or stores do you visit with your family?
- How are some markets different than others?
- How are goods made in factories?
- How is a factory different from a market?

Students will know/learn...

- People in a community depend on one another for goods and services
- People exchange and use money to purchase goods and services
- People work to earn money
- People trade money with sellers to get goods and services
- People save money to use later
- People in a factory have different jobs, but they work together to make different kinds of goods
- The meaning of take-home pay, budget
- Common household expenses
- Different types of work and reasons why people work
- Identify skills learned in schools that would be needed in the workplace

Students will be able to...

- Discuss how people in a community exchange and use money to purchase goods and services
- Distinguish between goods and services
- Distinguish between wants and needs
- Discuss the purpose of saving and ways to save money
- Use evidence to support an idea in a digital, oral and written format
- Identify and describe different community jobs
- 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
- Compare and contrast how the availability of resources affects people across the world differently
- Explain how production, distribution, and consumption of goods and services are interrelated and are affected by events in the world community
- Identify potential sources of income

- Explain the need for a budget
- Identify various life roles and civic and work-related activities
- Investigate both traditional and nontraditional careers
- Investigate a career that interests you based on your current likes and dislikes.

Assessment Evidence

Performance Tasks:

- Unit 6 Pretest on Teacher Manual page 249N
- Unit 6 Project: Classroom Market on Teacher Manual page 249O
- Students will choose one type of technology that is important to them. They will write about how life would be different if that technology did not exist.

Other Evidence:

- Homework and Practice pages throughout the Unit
- Discussion and Teacher Observation
- Unit 6 Assessment on Teacher Manual Page 249N

Learning Plan

Learning Activities:

- Students will partake in big book unit read alouds and partner reading with accompanying small book selections.
- Students will participate in Harcourt Technology Lessons that accompany each unit.
- Students will create computer documents that reflect ideas on how their lives would be different without the use of technology. These findings will be presented in class orally.
- Students will create charts in groups that describe goods vs. services, and wants vs. needs.

Resources for Instruction

Textbook and Children’s Literature

Harcourt Social Studies- A Child’s View Unit 6 on pages 249B-304

Going Shopping by Harcourt

All Kinds of Markets by Ann Rossi

All Twisted Up: Making Pretzels by Judy Mayer

Delivery by Anastasia Suen

The Night Worker by Kate Banks

The Go Around Dollar by Barbara Adams

Jobs People Do by Barbara Adams

Supporting Materials

National Atlas website offers interactive, customizable maps of different areas in the United States.

<http://nationalatlas.gov>

United States Census Bureau web page to locate census information and facts about local communities.

http://factfinder.census.gov/home/saff/main.html?_lang=en

The Library of Congress site features numerous collections of primary sources, biographies, recordings, and photographs. The topic Cities and Towns contains photographic records of communities throughout the history of the United States. <http://memory.loc.gov/ammem/>

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Bibliography

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New Jersey Student Learning Standards for Social Studies, 2014