



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

DEPARTMENT Social Studies

COURSE Grade 1

Curriculum Development Timeline

School: All Elementary Schools

Course: Social Studies, Grade 1

Department: Social Studies

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

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DEPARTMENT Social Studies

COURSE Grade 1

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Ch. 1 Rights and Responsibilities of Citizens	21	Ch 3 Symbols and Traditions of the United States
2	Ch. 1 Rights and Responsibilities of Citizens	22	Ch. 4 Life Today and Long Ago
3	Ch. 1 Rights and Responsibilities of Citizens	23	Ch. 4 Life Today and Long Ago
4	Ch. 1 Rights and Responsibilities of Citizens	24	Ch. 4 Life Today and Long Ago
5	Ch. 1 Rights and Responsibilities of Citizens	25	Ch. 4 Life Today and Long Ago
6	Ch. 1 Rights and Responsibilities of Citizens	26	Ch. 4 Life Today and Long Ago
7	Ch. 1 Rights and Responsibilities of Citizens	27	Ch. 5 One Nation, Many People
8	Ch. 2 Geography of the Community	28	Ch. 5 One Nation, Many People
9	Ch. 2 Geography of the Community	29	Ch. 5 One Nation, Many People
10	Ch. 2 Geography of the Community	30	Ch. 5 One Nation, Many People
Week	Marking Period 2	Week	Marking Period 4
11	Ch. 2 Geography of the Community	31	Ch. 5 One Nation, Many People
12	Ch. 2 Geography of the Community	32	Ch. 5 One Nation, Many People
13	Ch. 2 Geography of the Community	33	Ch. 5 One Nation, Many People
14	Ch. 2 Geography of the Community	34	Ch. 6 Work in the Community
15	Ch 3 Symbols and Traditions of the United States	35	Ch. 6 Work in the Community

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16	Ch 3 Symbols and Traditions of the United States	36	Ch. 6 Work in the Community
17	Ch 3 Symbols and Traditions of the United States	37	Ch. 6 Work in the Community
18	Ch 3 Symbols and Traditions of the United States	38	Ch. 6 Work in the Community
19	Ch 3 Symbols and Traditions of the United States	39	Ch. 6 Work in the Community
20	Ch 3 Symbols and Traditions of the United States	40	Ch. 6 Work in the Community

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COURSE Grade 1

Holocaust

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

Amistad

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

Diversity, Equity, Inclusion

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

Core Instructional & Supplemental Materials including various levels of Texts

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

Time Frame	7 weeks
Topic	
Rights and Responsibilities of Citizens	
Alignment to Standards	
6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).	
6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members	
6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.	
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.	

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COURSE Grade 1

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority

6.1.2.CivicsPI.6: Explain what government is and its function

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

6.1.2.CivicsPR.1: Determine what makes a good rule or law

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

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

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

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

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

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

Learning Objectives and Activities

Students will...

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

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COURSE Grade 1

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

Activities

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

Leveled Readers

- *Being a Good Citizen*
- *The Importance of Rules*

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DEPARTMENT Social Studies

COURSE Grade 1

- *Rights and Responsibilities of Citizens*

ELA Connections: Wonders

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

Literature Resources

- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow
- *Vote!* By Eileen Christelow
- *A Very Important Day* by Maggie Rugg Herold
- *La Mariposa* by Francisco Jimenez

Assessments

Formative:

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

Summative:

- Chapter 1 Test, pages 35 and 36

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write your skit

Interdisciplinary Connections

NJSLS: ELA

- **RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **W.1.8.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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DEPARTMENT Social Studies

COURSE Grade 1

Career Readiness, Life Literacies, and Key Skills

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

Technology Integration

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

Career Education

CRP1 Act as a responsible and contributing citizen and employee.

Time Frame	7 weeks
Topic	
Geography of the Community	
Alignment to Standards	
<p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p>	

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COURSE Grade 1

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there

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

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

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

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

Learning Objectives and Activities

Students will...

- explain what a community is
- describe the difference between a city and a town.
- determine activities that people do in communities
- describe the location of oneself and objects relative to other locations
- identify and describe the relative location of places in the school and community.
- recognize that maps can be used to locate and identify places.
- locate and identify places on a map using the four cardinal directions.
- explain that a map is a simple representation of places on Earth.
- explain that maps are used to show large and small places.
- use simple maps, such as maps of the home, classroom, school, and community.
- recognize that maps can be used to locate and identify places.
- identify the parts of a map, including the title, compass rose, legend, and symbols.
- identify a model as a small version of something.
- compare and contrast a model, a picture, and a map.
- identify and describe the physical characteristics (such as landforms and bodies of water) of a place.
- locate and identify continents and oceans on maps and globes.
- use vocabulary terms related to geographic features.
- identify and describe the physical characteristics of places, such as natural resources and weather.
- identify examples of, and uses for, natural resources.

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COURSE Grade 1

- explain how weather and location affect how people live.
- identify and describe how the human characteristics of places, such as shelter, clothing, food, and activities are based on geographic location.
- identify ways people can care for Earth's natural resources.

Activities

- Big Question: What is the world like?
 - Watch the video: What is the world like?
 - Jumpstart Activity
- Vocabulary
 - Sing About It!
- Literacy Skill - Summarize
- Read and Respond
 - Lesson 1 - Acting as Good Citizens
 - Lesson 2 - Rights and Responsibilities
 - Lesson 3 - Following Rules and Laws
 - Lesson 4 - My Leaders
 - Lesson 5 - My Government
 - Lesson 6 - Making Choices in Government
- Quest
 - Project Based Learning - Tina the Tour Leader Needs Your Help
- Citizenship - The Corps of Discovery - Explorers

Leveled Readers

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

ELA Connections: Wonders

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

Literature Resources

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

Assessments

Formative:

- Lesson 1 check, page 45
- Lesson 2 check, page 49

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COURSE Grade 1

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

Summative:

- Chapter 2 Test, pages 69 and 70

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Make your tour guide and map

Interdisciplinary Connections

NJSLS: ELA

- **RL.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.1.7** Use the illustrations and entails in a text to describe its key ideas.
- **W.1.8.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

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

Career Education

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

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

Time Frame

7 weeks

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COURSE Grade 1

Topic
Symbols and Traditions of the United States
Alignment to Standards
<p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p>
Learning Objectives and Activities
<p>Students will...</p> <ul style="list-style-type: none">• use prior knowledge to gain understanding• make meaningful connections to personal experience• establish meaning.• describe the United States Flag• recite and explain the meaning of the Pledge of Allegiance to the United States Flag• recognize that the United States flag has different meaning to different people.• understand that the United States has many symbols.• explain why symbols are important to Americans.• identify American symbols, including Uncle Sam, the bald eagle, the Statue of Liberty, and the Golden Gate Bridge.• understand that America was once ruled by England.• recognize that the Declaration of Independence and the U.S. Constitution are important American documents.

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COURSE Grade 1

- Identify the U.S. Constitution as a set of rules and laws for our country and the Bill of Rights as changes to the Constitution.
- identify historical figures, such as Francis Scott Key, who have written American songs.
- recite American songs.
- explain the history of American songs.
- identify American anthems and songs and explain how they reflect American individualism and freedom.
- recognize that some heroes work to help people who are not treated fairly.
- identify contributions of historical figures, including Dr. Martin Luther King Jr., and Cesar Chavez, who worked for justice.
- compare the similarities and differences among the lives and activities of historical figures who have worked for justice.
- explain that our nation celebrates special days to remember and honor people and events.
- describe the origins of national holidays and celebrations such as Independence Day, Veterans Day, Memorial Day, Presidents' Day, and Martin Luther King Jr. Day
- describe how families celebrate national holidays.

Activities

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

Leveled Readers

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

ELA Connections: Wonders

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COURSE Grade 1

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

Literature Resources

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

Assessments

Formative:

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

Summative:

- Chapter 3 Test, pages 107-108

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write your Scrapbook Page

Interdisciplinary Connections

NJSLS: ELA

- **RL.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.
- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RI.1.7** Use the illustrations and entails in a text to describe its key ideas.
- **W.1.8.** With guidance and support from adults, use a variety of digital tools to produce

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COURSE Grade 1

and publish writing, including in collaboration with peers.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Education

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

Time Frame	5 weeks
Topic	
Life Today and Long Ago	
Alignment to Standards	
<p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>	

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COURSE Grade 1

6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

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

Learning Objectives and Activities

Students will...

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

Activities

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

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COURSE Grade 1

Leveled Readers

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

ELA Connections: Wonders

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

Literature Resources

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

Assessments

Formative:

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

Summative:

- Chapter 4 Test, pages 139-140

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write Your Skit

Interdisciplinary Connections

NJSLS: ELA

- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL.1.3** Describe characters, settings, and major events in a story, using key

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COURSE Grade 1

details.

- **RI.1.7** Use the illustrations and entails in a text to describe its key ideas.
- **W.1.8.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Education

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

CRP4. Communicate clearly and effectively and with reason.

Time Frame	7 weeks
Topic	
One Nation, Many People	
Alignment to Standards	
<p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture</p> <p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions</p> <p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources</p>	

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DEPARTMENT Social Studies

COURSE Grade 1

that contribute to favorable economic conditions.

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

Learning Objectives and Activities

Students will...

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

Activities

- Big Question: How do so many different people make one nation?
 - Watch the video: How does life change throughout history?
 - Jumpstart Activity
- Vocabulary
 - Sing About It!

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DEPARTMENT Social Studies

COURSE Grade 1

- Literacy Skill - Sequence
- Read and Respond
 - Lesson 1 - What is culture?
 - Lesson 2 - Customs, Traditions, and Celebrations
 - Lesson 3 - Shared Culture
 - Lesson 4 - American Indians
 - Lesson 5 - Immigrants
 - Lesson 6 - Stories in Our Culture
- Quest Options
 - Project Based Learning - Create a Flag for Artist Annie!
- Citizenship - Irving Berlin: Immigrant and Patriot

Leveled Readers

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

ELA Connections: Wonders

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

Literature Resources

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

Assessments

Formative:

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

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COURSE Grade 1

Summative:

- Chapter 5 Test, pages 179-180

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write Your Skit

Interdisciplinary Connections

NJSLS: ELA

- **RL.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.
- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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Career Education

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

CRP4. Communicate clearly and effectively and with reason.

Time Frame

7 weeks

Topic

Work in the Community

Alignment to Standards

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COURSE Grade 1

6.1.2.EconET.1: Explain the difference between needs and wants

6.1.2.EconET.2: Cite examples of choices people make when resources are scarce

6.1.2.EconET.3: Describe how supply and demand influence price and output of products

6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

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

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

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

Learning Objectives and Activities

Students will...

- describe what a need is
- describe what a want is
- explain why we make choices
- distinguish between a want and a need
- explain why people use money.
- identify goods.
- identify services
- distinguish between goods and services
- identify goods and services used at home, at school, and in the community.
- know who producers are
- know who consumers are
- understand the relationship between consumers and producers
- Understand how producers market their goods

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COURSE Grade 1

- Explain that a budget is a plan for how to use your money.
- Learn how to make a budget
- Explain the difference between a want and a need
- Identify examples of goods and services
- Learn about the jobs people do at home
- Learn about jobs in the community
- Learn about jobs at school
- Learn how goods are transported in the community and from faraway places.

Activities

- Big Question: How do people get what they need?
 - Watch the video: How do people get what they need?
 - Jumpstart Activity
- Vocabulary
 - Sing About It!
- Literacy Skill - Identify Main Idea and Details
- Read and Respond
 - Lesson 1 - Needs, Wants, and Choices
 - Lesson 2 - Goods and Services
 - Lesson 3 - Producers and Consumers
 - Lesson 4 - We Spend, Budget, and Save
 - Lesson 5 - Specialized Work
- Quest Options
 - Project Based Learning - Help Stan Make a Money Plan
- Citizenship - Sophie Cubbison: Health Food Pioneer

Leveled Readers

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

ELA Connections: Wonders

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

Literature Resources

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

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COURSE Grade 1

- *The Tortilla Factory* by Gary Paulsen

Assessments

Formative:

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

Summative:

- Chapter 6 Test, pages 213-214

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write Your Plan

Interdisciplinary Connections

NJSLS: ELA

- **RL.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.
- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RI.1.7** Use the illustrations and entails in a text to describe its key ideas.
- **W.1.7.** Participate in shared research and writing projects (e.g., explore a number of "how-to"books on a given topic and use them to write a sequence of instructions).

Career Readiness, Life Literacies, and Key Skills

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.PB.2: Explain why an individual would choose to save money.

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DEPARTMENT Social Studies

COURSE Grade 1

Technology Integration

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

Career Education

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

CRP3. Attend to personal health and financial well-being.

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

ELL:

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

Supports for Students With IEPs:

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

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group

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COURSE Grade 1

- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

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

Supports for Students With 504 Plans:

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

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