

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 1 Social Studies Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

Curriculum Scope and Sequence			
Content Area	Social Studies	Course Title/Grade Level:	First Grade

Topic/Unit Name		Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Active Citizenship	Approximately 6 Weeks Sept-mid Oct
<u>Topic/Unit #2</u>	Needs and Wants: A Beginners' Guide to the Economy	Approximately 4 Weeks December
<u>Topic/Unit #3</u>	Making Changes: Past and Present	Approximately 6 Weeks mid Feb- March
<u>Topic/Unit #4</u>	Our Place in the World	Approximately 4 Weeks mid May-end of year

Topic/Unit 1 Title	My Class My Community	Approximate Pacing	9 Weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</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.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</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> <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.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>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.</p> <p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p>			
Interdisciplinary Connections:			
<p>HCM N.J.S.A. 18A:35-28, Holocaust/Genocide Education</p> <p><i>(Example: Students will discuss how differences and diversity in our community are to be celebrated. They will discuss empathy and tolerance as key characteristics of successful communities. Social Justice will be explored through literature. Through Responsive Classroom instruction students will have opportunities to role play and practice these positive behaviors.)</i></p> <p>RL.1.1. Ask and answer questions about key details in a text. <i>(Example: Students will listen to various read alouds, such as The Juice Box Bully, and discuss key details)</i></p>			

RI.1.1. Ask and answer questions about key details in a text.
(Example: Students will listen to various read alouds, such as My School Community, A New Kind of World and discuss key details)

Career Readiness, Life Literacies, and Key Skills:

9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2 List ways to give back, including making donations, volunteering, and starting a business.
9.4.2.CT.2 Identify possible approaches and resources to execute a plan.
(Example: Students work together to create posters to encourage classmates to donate socks for the shelter through the “Socktober” community service project.)

Computer Science and Design Thinking:

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
(Example: Students determine a plan for collecting socks for the shelter and explain how their collection will help others in their community.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- **What is a Community?:** What is a community? How should people in our community be treated? How can I be a responsible member of my school community?
 - A community is a group of people working together towards the same goal.
 - A community is a place where people live, work, and play.
 - Every community has leaders.
 - All members of the community should be respected and treated fairly.

- **Decision Making in my Community:** Why do we need rules and what makes a good/fair rule? How do we make decisions in a community (democracy)?
 - Rules are necessary to maintain order, resolve conflicts and ensure that everyone is treated fairly.
 - Members of a community should learn to resolve problems in a peaceful manner.
 - The common good is what helps the broader society or most members of a given community, rather than individual interests.
 - Authority includes the right to exercise power.
 - Parents and teachers have the right to exercise power to protect and support children.

- **Helping Others in my Community:** How should people in my school/community be treated and why? How can I help people in my community?
 - Each person has the right to be happy and deserves to be treated with respect and dignity.
 - We respect others when we listen to, consider and make choices that value their wishes and interests.
 - I can make my community a better place by respecting others and taking action in response to unfair actions/behaviors.
 - Some choices, like sharing and being respectful, are better because that is the way we would like to be treated.
 - Someone who is exercising power through fear or intimidation has no authority and is bullying.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- Definition of a community= group of people that work together for a common goal.
- Community members can live, work, or play together.
- They are members of the Whiton School community and the Branchburg community.
- Different components of a community (e.g. home, school, street, parks, etc.)
- Roles and responsibilities of leaders in the school community (teacher, principal, superintendent)
- Roles and responsibilities of leaders in a local community (mayor, Town Council)
- The importance and purpose of rules in a community promote the common good.
- Fair vs. unfair rules and laws within our school and the community.
- Diversity and collaboration within a community helps to make decisions and find solutions.
- People are different and all points of view are important.
- Community members can help each other.

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- Identify and discuss what a community is.
- Identify communities to which they belong
- Explain what makes a fair rule and why rules are important in a community.
- Identify what makes a good rule or law in school and the community.
- Recognize that members of a community are diverse.
- Explain how members of a community with diverse cultures collaborate to make decisions and find solutions within a community.
- Explain why it is important to understand that people are diverse and have different perspectives and points of view.
- Identify an action that is unfair such as bullying.
- Participate in a community service project.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> • Work together on a community service project of choice. <p>PBL Project: What makes a responsible citizen? How do you help at home? How do you help at school? Our Branchburg community has many programs that help positively impact the community. Your task will be to evaluate our school/community needs and create a proposal identifying the need and how you can meet it.</p> <ul style="list-style-type: none"> • Design a survey to gather community members' opinions (i.e. a kindergarten class) about the school and in particular, what area for improvement is most important to them. • Share results of survey (make a poster, write a letter, etc) to the class that will suggest ideas for ways to improve the school. (Use checklist to assess students.)
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> • Observation: <ul style="list-style-type: none"> ○ discussions ○ participation ○ behaviors ○ interactions with others • Work Samples
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Observation: <ul style="list-style-type: none"> ○ discussions ○ participation ○ behaviors ○ interactions with others • Work Samples
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><u>First Grade SS Benchmark Assessment</u></p> <ul style="list-style-type: none"> • Students will explain through a combination of writing, drawing, and speaking their role in the community and explain how they contribute to the success of the community. • This assessment will be given in September and May
<p>RESOURCES</p>	
<p>Core instructional materials:</p> <ul style="list-style-type: none"> • Unit 1 Lesson Ideas • Mentor Texts 	

- [Social Studies Explorations Unit 1](#)

Supplemental materials:

- [Unit 1 Resource Folder](#)
- Discovery Education Streaming
- Pebblego - www.pebblego.com (user: whiton, password: read)
- Video clips such as www.brainpopjr.com
 - <https://jr.brainpop.com/socialstudies/communities/>
- Leveled texts from the classroom library
- Read Alouds:
 - *Our Class is a Family* by Shannon Olsen
 - *My School Community* by Bobbie Kalman
 - *Me on the Map* by Joan Sweeney
 - *Franklin's Neighborhood* by Paulette Bourgeois
 - *Same, Same, but Different* by Jenny Sue Kostecki (pen pals - America and India) cultural differences/different communities
 - *Why Do We Need Rules and Laws?* by Jessica Pegis
 - *Know and Follow Rules* by Cheri J. Meiners
 - *Thank You, Omu* by Oge Mora
 - *The Juice Box Bully* by Bob Sornson and Maria Dismondy

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Needs and Wants: A Beginners' Guide to Economics	Approximate Pacing	9 Weeks
STANDARDS			
NJSLS Social Studies			
<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.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p> <p>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.</p> <p>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).</p> <p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p>			
Interdisciplinary Connections:			
<p>R1.1.3. Describe the connection between two individuals, events, ideas or pieces of information in a text. <i>(Example: Students will discuss the similarities and differences between the characters in Anna Needs a New Coat and Those Shoes. Example: Students will discuss and connect where food comes from to the book The Thing About Bees)</i></p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <i>(Example: Students will draw a picture of Anna or Jeremy and showing their thoughts and feelings using thought bubbles and facial expressions.)</i></p>			
Career Readiness, Life Literacies, and Key Skills:		Computer Science and Design Thinking:	
<p>9.1.2.FP.2 Differentiate between financial wants and needs <i>(Example: Students share items they WANT to receive as holiday gifts vs items they NEED.)</i></p>		<p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p>	

9.1.2.PB.1 Determine various ways to save and places in the local community that help people save and accumulate money over time.
(*Example: Students share experiences with visiting banks in our community.*)

9.1.2.PB.2 Explain why an individual would choose to save money.
(*Example: Students share why they choose to save money- ie for a special toy or larger item they want to buy.*)

9.1.2.RM.1 Describe how valuable items might be damaged or lost and ways to protect them.
(*Example: Students share how they take care of their chromebooks to ensure they don't break them.*)

9.1.2.CAP.2 Explain why employers are willing to pay individuals to work.
(*Example: Students share what would happen if no one showed up to work at a restaurant, store, school etc*)

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.ETW.2: Identify the natural resources needed to create a product.
(*Example: Students sort objects as either natural or manmade.*)

8.2.2.ETW.3: Describe or model the system used for recycling technology.

8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.
(*Example: Students identify things they can repurpose instead of throwing away to help cut down on trash in landfills.*)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- **Needs and Wants:** What do my family and I need to survive? What is the difference between needs and wants?
 - We all have needs that are necessary for our survival.
 - There are many things that we want.
 - Needs are not the same as “wants”.
 - Things have a value and cost.

- **Natural Resources and Man-Made:** What are resources? Where does my food come from (production)?
 - Natural resources, such as air and water, exist in nature.
 - Human resources are the skills that humans have and can use (such as farming, driving, cooking, writing, selling, etc.).
 - Food is grown in the soil or raised.

- **How do we get what we want and scarcity of items:** How do we obtain what we need? What is scarcity? What are my responsibilities for sharing limited resources?
 - We satisfy our needs and wants by using natural resources, growing food, making clothing, bartering and earning money to buy what we need or want.
 - When there is not enough of something, there is a “scarcity”.
 - When there is a scarcity (toys, games, food, books, etc.), we find fair ways to share.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● What families need to survive ● The difference between needs and wants ● How we satisfy needs and wants ● Types of natural resources ● Types of human resources ● How and where we get our food ● the definition of scarcity ● How to share limited resources fairly 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain what our families need to survive. ● Recognize the difference between needs and wants. ● Explain how we satisfy our needs and wants (growing food, making clothing, buying goods, etc.) ● List natural resources (air, water, etc.) ● List human resources (farming, driving, cooking, etc.) ● Identify how we get our food (grown, raised, produced, etc.) ● Explain what “scarcity” means ● Describe and discuss fair ways to share limited resources

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Needs and wants sort activity ● Manmade versus natural resources sort activity
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Observation ● discussions ● participation, behaviors, and interactions with others).
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to</p>	<ul style="list-style-type: none"> ● Class Venn Diagram of needs and wants ● natural versus man made class poster

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p><u>First Grade SS Benchmark Assessment</u></p> <ul style="list-style-type: none"> • Students will explain through a combination of writing, drawing, and speaking show their role in the community and explain how they contribute to the success of the community. • This assessment will be given in September and May

RESOURCES

Core instructional materials:

- [Unit 2 Lesson Ideas](#)
- [Social Studies Explorations Unit 2](#)
- [Mentor Texts](#)
 - *The Can Man* by Laura E. Williams
 - *A Chair for My Mother* by Vera Williams
 - *A New Coat for Anna* by Harriert Ziefert
 - *Beatrice’s Goat* by Paige McBrier
 - *My Rows and Piles of Coins* by Tololwa M. Mollel
- [Natural and Human-Made](#) by Carol K. Lindeen
- Needs and Wants Brainpop Video
 - <https://jr.brainpop.com/socialstudies/economics/needsandwants/>

Supplemental materials:

- [Unit 2 Resource Folder](#)

Assorted Texts from Leveled Libraries

Other Resources:

- Video clip from www.scholastic.com/lfo “Holiday Needs and Wants”
- “Needs and wants” Video clip from www.brainpopjr.com
- Play smartboard game www.scholastic.com/lfo
- Distribute copies of “Needs and Wants” (Readinga-z.com) or project book on smart board.

- Show www.brainpopjr.com video clip on “Natural resources”
- Do sorting activity on the Smartboard as a whole class
(<http://exchange.smarttech.com/details.html?id=4a90e56b-2513-42aa-a477-8c68f47fb23a> - click “Open in SMART Notebook Express”)
- “I Love the Earth” Reading a-z book.
- Here is a game about where my food comes from.
<http://www.foodafactoflife.org.uk/Activity.aspx?contentId=174§ionId=63&siteId=14>
- More resources and imaginative play options on this site....full of information!
<http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=17§ionId=95&contentId=357>
- Reading A to Z. Where Does Food Come From?
- <http://www.econedlink.org/teacher-lesson/289/Pet-Beans-Jack-Beanstalk>
- Describe how buyers and sellers make exchanges at the market-
<http://exchange.smarttech.com/details.html?id=f9d96dfa-6666-4e27-9baf-7ee4f310dd08>
- Sam and the Lucky Money
<https://app.discoveryeducation.com/learn/videos/537fdb9-b815-4c5a-8c3c-c88e9b68d71b?hasLocalHost=false>
- <http://www.econedlink.org/teacher-lesson/252/That-s-Not-Fair-How-Do-We-Share>

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Change Makers: Past and Present	Approximate Pacing	9 Weeks
STANDARDS			
NJSLS Social Studies			
<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.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.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</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> <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.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event</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> <p>6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p>			
Interdisciplinary Connections:			
<p>ACM Amistad Commission Mandate (Example: Research an African American historical figure and their impact on society.)</p> <p>HCM N.J.S.A. 18A:35-28, Holocaust/Genocide Education (Example: Students will discuss bullying and actions they can take to stand up to bullying.)</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Example: Students will discuss historical figures and express their feelings about the role the figure played in today's society.)</p>			

RL.1.1. Ask and answer questions about key details in a text.

(Example: Students will listen to various read alouds, such as The Rooster Who Would Not Be Quiet, and discuss key details)

Career Readiness, Life Literacies, and Key Skills:

• **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.

(Example: Students will use google to analyze and compare maps of Branchburg past and present.)

• **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).

(Example: Students will use a digital tool such as SeeSaw to complete a past and present activity.)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

(Example: Students will draw and write about themselves as a student now and in the future with a job. They will have to describe what skills they need to have to be successful in both.)

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

(Example: Students will compare a farmers' job from the past to a present day farmer and how they can possibly change farming in the future.)

Computer Science and Design Thinking:

• **8.2.2.ITH.4:** Identify how various tools reduce work and improve daily tasks

(Example: Students will draw and describe how modern inventions have made household chores easier over time- such as washing machines, dishwashers, vacuums, etc.)

• **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.

(Example: Compare how people used to communicate with others from far away- (letters, phone calls) and how we can today with the internet (text messaging, email, Facetime, Zoom))

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

● **Looking Back**

- The past is a time that has already happened and isn't here anymore
- Things change with time
- People have not always been treated fairly

- **Historical Figures: What Makes a Hero?**
 - The actions of some individuals and groups in the past, in response to unfairness and injustice, have made our community a better place.
 - Certain qualities and characteristics help people to collaborate and solve problems

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● home life was different in the past, then it is today (e.g. technology, schools, clothes, etc.) ● groups of people were not treated fairly. ● individuals made sacrifices to create the community we live in today. ● American heroes possess certain qualities and characteristics that make them good at collaboration and problem solving. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● compare and contrast the difference between home life long ago and in the present. ● relate that certain groups of people were not always kind to each other and it caused conflict. ● understand sacrifices individuals made in the past has created a better community today. ● name qualities and characteristics of past heroes ● explain how they can be a hero in their community

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Draw a picture of a historical figure that shaped our nation and write some facts about them. ● Collaborative Helping Hand (shared folder) ● I am a responsible citizen (shared folder)
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Observation ● Discussions ● Participation ● Behaviors ● Interactions with others
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Students will present their person in pairs or groups <ul style="list-style-type: none"> ○ share why they chose that person ○ what they learned about them ○ why they were important to our nation
<p>Benchmark Assessments (used to establish baseline achievement)</p>	<p style="color: blue; text-decoration: underline;">First Grade SS Benchmark Assessment</p>

data and measure progress towards grade level standards; given 2-3 X per year)

- Students will explain through a combination of writing, drawing, and speaking their role in the community and explain how they contribute to the success of the community.
- This assessment will be given in September and May

RESOURCES

Core instructional materials:

- [Lesson 3 Lesson Ideas](#)
- [First Grade Unit 3 Explorations](#)
- [Mentor Texts](#)
- **Brainpop jr.**
 - <https://jr.brainpop.com/socialstudies/americanhistory/>
- **Discovery Education**
- www.pebblego.com
 - Long ago and today

Supplemental materials:

- [Unit 3 Resource Folder](#)
- **Additional Read Alouds:**
 - Biographies such as: Martin Luther King, Jr.
 - Robin Hill School Martin Luther King, Jr. by Margaret McManara
 - Rosa Parks
 - Harriet Tubman
 - George Washington
 - Abraham Lincoln
 - Ben Franklin
 - Thomas Edison (local)
 - Home: Then and Now by Robin Nelson
 - The Butter Battle Dr. Seuss
- Assorted texts from classroom leveled libraries
- Branchburg Maps today and long ago
 - [Current Branchburg](#)
 - [Branchburg 1961](#)
 - [Somerset County 1872](#)

Modifications for Learners

See [appendix](#)

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Topic/Unit 4 Title	Our Place in the World	Approximate Pacing	9 Weeks
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STANDARDS

NJSLS Social Studies

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.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

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).

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).

6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

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

Interdisciplinary Connections:

RI.1.5 Know and use various text features to locate key facts or information in a text.
(Example: Students will use books from the classroom library to read and identify information about maps.)

RI.1.1. Ask and answer questions about key details in a text.
*(Example: Students will listen to various read alouds, such as *The Ocean Calls* and discuss key details)*

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
(Example: Students will be able to describe their maps to their classmates.)

1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
(Example: Students will use unifix cubes to measure and give directions on a map, like 3 cubes north, then 5 cubes west, etc.)

Career Readiness, Life literacies, and Key Skills::	Computer Science and Design Thinking:
<p>• 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. <i>(Example: Students will navigate virtual maps.)</i></p> <p>• 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. <i>(Example: Students will use interactive maps such as Google Earth to describe their community and the places found in it.)</i></p>	<p>• 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. <i>(Example: Students locate states they have visited on an interactive map such as Google Earth.)</i></p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value. <i>(Example: Students will draw a treasure map and explain how to use directions to find the treasure. They will give clues that students would need to figure out where the treasure is hidden.)</i></p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Studying Maps</p> <ul style="list-style-type: none"> • How can we use maps to learn more about our world? <p>Helping Our Environment</p> <ul style="list-style-type: none"> • How do environmental issues impact regions around the world? 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • A map is a drawing of the world that will show the continents in a different way, as well as cities, states, countries. • A globe is a model of the Earth showing landforms and water. • Symbols are in map keys to represent something on a map or globe and the four cardinal directions. • That continents are large masses of land in the world. • There are 7 continents. • Oceans are the largest bodies of water on Earth. • There are 5 oceans. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain purpose of maps • Name features of maps • Compare and contrast maps and globes • Identify a map key and the four cardinal directions. • Follow simple directions to find locations on a map • Identify the number of oceans • Identify the number of continents • Name their state, country, and continent in which they live. • Discuss environmental concerns in different regions around the world

<ul style="list-style-type: none"> • They live in New Jersey, which is in the United States, and on the continent of North America. • Pollution is a concern across regions of the world • Global warming is a concern across regions of the world • Habitat destruction is a concern across regions of the world 	<ul style="list-style-type: none"> • Brainstorm possible solutions and ways to help
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Students will be able to number the seven continents and five oceans on a map. • students will create a symbol in a map key and understand what it means <ul style="list-style-type: none"> ○ dotted line = road ○ square = house
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Observation • Discussions • Participation • Behaviors • Interactions with others
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • SMARTBOARD exchange Maps and Continents Interactive Board http://exchange.smarttech.com/search.html?q=%20continents%20and%20oceans
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p><u>First Grade SS Benchmark Assessment</u></p> <ul style="list-style-type: none"> • Students will explain through a combination of writing, drawing, and speaking show their role in the community and explain how they contribute to the success of the community. • This assessment will be given in September and May

RESOURCES

<p>Core instructional materials:</p> <ul style="list-style-type: none"> • Unit 4 Lesson Ideas • First Grade Unit 4 Explorations • Mentor Texts • Continents and oceans Powerpoint: https://drive.google.com/open?id=0B3AI_pmhOTyuMV9CTVhxTmVtWWM • Continents and ocean book: https://drive.google.com/open?id=0B3AI_pmhOTyubzY0TEJkYWI2aGc

- Continent coloring pages: https://drive.google.com/open?id=0B3AI_pmhOTyuRnFVZ3EtLUk4N3M
- Cardinal Directions signs: https://drive.google.com/a/branchburg.k12.nj.us/file/d/0B3AI_pmhOTyuazEwNWhmanFYcFE/view?usp=sharing
- Cardinal direction song: https://drive.google.com/open?id=0B3AI_pmhOTyuWkU2N0dqeGtrZFU
- I have, Who has game: https://drive.google.com/a/branchburg.k12.nj.us/file/d/0B3AI_pmhOTyuUGpWS0ttY25VV0U/view?usp=sharing
- Brainpop:
 - <https://www.brainpop.com/socialstudies/geography/continentsoftheworld/>
 - <https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>
 - <https://jr.brainpop.com/socialstudies/geography/readingmaps/>
 - <https://jr.brainpop.com/socialstudies/geography/readingmaps/activity/>

Supplemental materials:

- [Unit 4 Resources](#)
- Other Read Alouds
 - The Seven Continents by Wil Mara (Rookie Reader)
 - Nystrom Geography
 - There's a Map on my Lap Dr. Seuss
 - Follow that Map by Scot Richie
 - Keys and Symbols on Maps by Little World Geography
 - Mapping Penny's World by Loreen Leedy (WES Library)
 - Me on the Map by Joan Sweeney (WES Library)
 - My Town by Rebecca Treays
- Assorted texts from classroom leveled libraries
- <https://drive.google.com/open?id=1-hARstQwyagUBDk3xNq4Ov5QVtUnKqVJ>

Modifications for Learners

See [appendix](#)