



Grade 1 Social Studies Curriculum

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Wayne School District
Social Studies Curriculum

Content Area/Grade Level	Social Studies / Grade 1
Unit Plan Title	Unit 1: Civics and Law
Time Frame	4 Weeks Daily/8 Weeks Alternating with Science
Anchor Standards/Domain	
<p>New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World</p> <p>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Civic Responsibility</p> <p>New Jersey Student Learning Standards for English Language Arts, Grade 1 Anchor Standards for Reading: Range of Reading and Level of Text Complexity Anchor Standards for Speaking and Listening: Comprehension and Collaboration</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p>	
Unit Summary	
<p>This unit plan was designed for first graders to learn about the importance of democratic values. The primary focus for first grade Civics and Government is to develop an understanding of the values and principles of American democracy. Learners will know that citizens demonstrate responsibility and follow set norms and laws when participating in daily activities such as school, work, and home life. Learners will develop an understanding that there are reasons for rules at home, in school, and in their community. Students need a strong foundation in Civics and Government to help them better understand their own community and their own lives.</p>	
Standard Numbers and Mandates	
<p><u>New Jersey Student Learning Standards for Social Studies</u> Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 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.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. • 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 are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

[New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills](#)

Civic Responsibility

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

[New Jersey Student Learning Standards for English Language Arts, Grade 1](#)

Reading Information

- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Speaking and Listening

- 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.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- Why is it necessary/important to have rules and laws?
- How do rules and laws help people in communities?

Enduring Understandings

- Many rules and laws are needed to help a community run safely and effectively.
- Rules and laws vary within community parameters e.i school, home, work.

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading and writing as students encounter non-fiction text.

- ELA: RI.1.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: SL.1.1. Students practice their speaking skills when working collaboratively with other students.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- identify the importance of rules and laws
- rules and laws need to be followed and enforced to keep a community safely running.
- sort and classify different types of rules and laws
 - define different categories of rules for home, school, and work.
- collectively create classroom rules and norms to be successful learners.
 - understand that rules in school are there for safety, order, learning predictability and routine.
- discuss the importance of cooperation in terms of following rules and laws.
- identify opportunities to volunteer in the classroom, school and community and why that is important.
- explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

Assessments

Required common assessments have an *

All underlined assessments can be found in the Grade 1 Teacher Resource folder:

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments (rights and responsibilities)
- *Summative:* Graphic organizers, independent reading and writing assignments (qualities of a good rule or law), relevant Brain Pop quizzes, ReadWorks assessments, and Epic quizzes.
- *Benchmark:* Demonstrate understanding of rules and laws: 1.Rules.Laws
- *Alternative:* Options may include graphic organizers, charts, mats and additional teacher created assignments like picture sorts, create three new classroom rules to reflect information learned in the unit

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 1 Teacher Resource folder:

- Define rules and laws: (See Google slide)
 - Rules and law sorts
- Discuss classroom rules and how they are designed to keep learners safe including student input.
 - Scholastic Articles School Rules
 - Reading checkpoint 1 or 2 depending on article used
 - *Rules and laws assessments*
- Students will brainstorm ideas in small groups of school rules, and why they are important.
 - Think pair share- How are you a good citizen in your school.
 - *Perform a skit portraying ways to be a upstanding citizen*
- Students will review the different responsibilities and rights that people have at home and at school. (See Google slide)
 - Draw a picture showing how to be responsible: PebbleGo
 - BrainPop Jr.:Responsibilities & Rights
 - Create a classroom responsibility "quilt"
 - Rights and responsibilities sorts
 - Draw a picture showing how to be respectful: PebbleGo
 - *Rights and responsibilities assessment*

	<ul style="list-style-type: none"> ● Discuss and chart first grade goals and how we can be successful in first grade <ul style="list-style-type: none"> ○ Recognize ways to volunteer in the classroom, school and community. PebbleGo-volunteering ○ Citizenship in the classroom (<i>See Google slide</i>) ● Encourage cooperative group challenges that require students to follow set rules to accomplish a task. <ul style="list-style-type: none"> ○ <u>*Role play- problem solving scenarios (task cards)*</u>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Various leveled texts ● Whole class, small group, and independent work ● Anchor charts with discussion language ● Visuals ● Flexible grouping ● Graphic organizers ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504
<p>Resources</p>	
<ul style="list-style-type: none"> ● G1 SS Unit 1 Civics and Law Resources Folder ● Additional Resources ● Books to Support Classroom Instruction <ul style="list-style-type: none"> ○ <i>Officer Buckle and Gloria</i>, Peggy Rathmann ○ <i>Clark the Shark</i>, Bruce Hale ○ <i>David Goes to School</i>, David Shannon 	

Wayne School District
Social Studies Curriculum

Content Area/Grade Level	Social Studies / Grade 1
Unit Plan Title	Unit 2: History and Culture
Time Frame	5 weeks daily /10 weeks alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World Amistad Mandate Asian American Pacific Islander Mandate Diversity and Inclusion Mandate Holocaust Mandate New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Information and Media Literacy New Jersey Student Learning Standards for English Language Arts, Grade 1 Anchor Standards for Reading: Key Ideas and Details, Range of Reading and Level of Text Complexity Anchor Standards for Writing: Research to Build and Present Knowledge Anchor Standards for Speaking and Listening: Comprehension and Collaboration WIDA ELD Standards Social and Instructional Language: <i>ELD Standard 1</i> The Language of Social Studies: ELD Standard 5	
Unit Summary	
<p>In this unit, students will learn how our interpretations of past events change over time and inform our understanding of historical events and beliefs. Students will learn how to use timelines to organize historical events in chronological order in order to better understand cause and effects over time. Through the study of multiple perspectives, beliefs systems, and cultures students will discover a better understanding of the diverse and interdependent world we live in. This unit includes the Amistad Mandate, Holocaust Law, and Asian American Pacific Islander Mandate and seeks to incorporate appropriate learning experiences that address social injustices and marginalized cultures as appropriate.</p>	

Standard Numbers and Mandates

New Jersey Student Learning Standards for Social Studies

History, Culture and Perspectives

- 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.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 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.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 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).
- Amistad Mandate
- Asian American Pacific Islander Mandate
- Diversity and Inclusion Mandate
- Holocaust Mandate

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Information and Media Literacy

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

New Jersey Student Learning Standards for English Language Arts, Grade 1

Reading Information

- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Writing

- 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).

Speaking and Listening

- 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.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How can learning about the past teach us about our future?
- Why might people have different viewpoints on events and other cultures?

Enduring Understandings

- Two or more individuals can have a different understanding of the same event.
- Understanding the view of others helps one learn about various perspectives, thoughts, and cultures.
- Cultures play a role in shaping a person's identity.

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.1.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: RI.1.3, W.1.7. Students can use technology to research information on a societal issue.
- ELA: SL.1.1. Students practice their speaking skills when working collaboratively with other students.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- Understand how life in our community has changed over time using text and visual aids.
- Use a variety of historical sources to investigate the development of Wayne, NJ.
- Recognize why we celebrate people and events and identify how they shape history
- Learn about people and traditions from an inclusive and culturally diverse point of view.
- Identify differing points of the same event.

Assessments

Required common assessments have an *

All underlined assessments can be found in the Grade 1 Teacher Resource folder:

- Formative: Accountable talk, role playing, shared and independent reading and writing assignments, Long Ago/Today artifact picture sort*
- Summative: Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes, Choose a holiday or tradition to research and present. Compare and contrast with the class*
- Benchmark: Students will create a timeline of a historical period or figure learned about in this unit.*
- Alternative: options may include graphic organizers, oral presentations, maps

Suggested topic ideas for assessments:

- Observe students make comparisons between life long ago and today
- Observe students creating timelines of events to understand the "big picture"
- Observe student responses when discussing the importance of friendship and tolerance

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 1 Teacher Resource folder:

- Discuss and research how life has changed since long ago.
- Brainstorm categories in which life has changed over time ex- homes, clothing, transportation, education, traditions, etc.
 - *FORMATIVE - Long Ago/Today artifact picture sort. Have students sort pictures of objects and try to order them oldest to newest.
 - Suggested activities:
 - Use the materials in the Scholastic News Issue, School Long Ago and Today - September 2019 in order to compare and contrast what school was like long ago vs now. Make predictions of how school may continue to change in the future.
 - Use the materials and resources in the Scholastic News Issues, Long Ago Neighbors - Nov / Dec 2019, A Wampanoag's Day - Nov / Dec 2017, and A Pilgrim's Day - Nov / Dec 2017 in order to learn about the lives of pilgrims and Wampanoag children 400 years ago. Make comparisons to the lives of kids today.
 - Create a Then and Now Thanksgiving Chart to compare how Thanksgiving was celebrated on the first Thanksgiving compared to now.
 - Use the materials from Scholastic News issues, A Young George Washington - Feb 2022 and In Abe Lincoln's Time - Feb 2018. Make comparisons between their lives and your own.
 - Compare and contrast the similarities and differences in people and cultures throughout this unit.
- Use the Using Sources to Investigate Wayne, NJ google slide presentation to teach students how to use multiple sources to research information. Discover the important historical events, people and places that lead to the development of our town.
- Introduce what timelines are and how they are used. Explain that a time-line is used to put historical events in chronological order.
 - Suggested activities:
 - Use the Timeline Intro Presentation
- Create shared timelines of the lives of historical figures and events throughout this unit.
- *BENCHMARK - Timeline Template students create a timeline of a period in history or the life of a historical figure learned about in this unit.
- Research and discuss important historical events and figures. Discuss the development of people's beliefs and values because of these historical events.
 - Suggested activities
 - Use nonfiction texts, videos and Christopher Columbus Brainpop jr. video and activities. Discuss the people and culture of indigenous people living in North America at this time. Discuss the beliefs of Christopher Columbus. What conflicts did this event lead to?
 - Use nonfiction texts, videos and Thirteen Colonies Brainpop Jr. video and materials to discuss people, culture and beliefs during this time. How did differences in views and beliefs lead to conflict?

- [Bookflix lesson plan John, Paul, George & Ben and Benjamin Franklin](#)
 - Use nonfiction texts, videos, brainpop Jr. and PebbleGo to research the time period of the American Revolution. Discuss how differences in views and perspectives lead to conflict. How did these historical events impact our culture?
 - [Brainpop Jr. - George Washington](#)
 - Use nonfiction texts, Brainpop Jr., PebbleGo and Scholastic News to discuss and learn about the civil war and the abolition of slavery. Discuss how differences in views and perspectives lead to conflict. How did these historical events impact our culture?
 - [Brainpop Jr. - Abraham Lincoln](#)
 - [Bookflix lesson Just a Few Words, Mr. Lincoln and Abraham Lincoln](#)
 - [Scholastic News - Lincoln the Leader - February 2020](#)
 - [Brainpop Jr. - Harriet Tubman](#)
 - [Bookflix lesson Show Way and Harriet Tubman](#)
 - Use nonfiction texts, Brainpop Jr., PebbleGo and Scholastic News to discuss and learn about the Civil Rights Movement and the life and work of Dr. Martin Luther King Jr. Discuss how differences in views and perspectives lead to conflict. How did these historical events impact our culture?
 - [Bookflix lesson Martin's Big Words and Martin Luther King, Jr.](#)
 - [Scholastic News - A Hero's Story - Jan 2020](#)
 - [Bookflix lesson The Other Side and Ruby Bridges, Brainpop Jr. - Ruby Bridges, Scholastic News - Brave Ruby - February 2019](#)
 - [Bookflix lesson Rosa and Rosa Parks, Scholastic News - The Story of Rosa Parks](#)
- Research and discuss the traditions of many cultures. Compare and contrast various celebrations. Discover the ways that cultural traditions change.
 - *SUMMATIVE -Students use [PebbleGo](#) and other sources to do research about many cultures, customs, and holidays around the world. In groups, students research and create a presentation about a chosen holiday or tradition. Students can use the [Traditions and Holidays Around the World](#) graphic organizer to organize their thoughts and findings. Afterwards, the class can make comparisons between the various traditions/holidays that were presented.
 - suggested activities:
 - Discover the traditions of Dia De Los Muertos - [Bookflix lesson The Day of the Dead / El Día de los Muertos: A Bilingual Celebration and El Día de los Muertos, Epic - Day of the Dead Collection](#)
 - Discover the traditions of Thanksgiving - [Bookflix lesson A Native American Good Morning Message and Thanksgiving, Brainpop Jr. - Thanksgiving, Scholastic News - Join the Feast! - Nov / Dec 2018](#)
 - Compare and contrast winter holidays from different religions/cultures. [Brainpop Jr. - Winter Holidays, Epic - Winter Holidays Collection](#)
 - Discover the traditions of Lunar New Year - [Bookflix lesson Sam and](#)

	<p><u>the Lucky Money and Chinese New Year</u>, <u>Brainpop Jr. - Lunar New Year</u>, <u>Epic - Lunar New Year Collection</u></p> <ul style="list-style-type: none"> ● Use materials from the <u>Caring Makes a Difference: Curriculum Guide</u> to explore lessons on friendship, respect, and tolerance. <ul style="list-style-type: none"> ○ suggested activities: ○ Sneetches lesson on page 19 of the <u>Caring Makes a Difference: Curriculum Guide</u> ○ The Berenstain Bears New Neighbors lesson on page 21 of the <u>Caring Makes a Difference: Curriculum Guide</u> ○ A Pig is Moving In! lesson on page 29 of the <u>Caring Makes a Difference: Curriculum Guide</u> ● Use nonfiction texts, videos, Brainpop Jr., Pebblego and Scholastic News to research and learn about the contributions of African-Americans and Asian and Pacific Islanders to our country. <ul style="list-style-type: none"> ○ Read and discuss age appropriate books from the <u>Stories that Move: Asian Pacific American Heritage Month (APAHM) Multi-Media List</u> ○ <u>Bookflix lesson Amazing Grace and Jackie Robinson: A Life of Determination</u> ○ <u>Bookflix lesson Nelson Mandela and Nelson Mandela</u> ○ <u>Scholastic News - We're in This Together - January 2021</u> ○ <u>Scholastic News - Mae Reaches for the Stars - March 2021</u> ○ Research Maya Lin and the Vietnam Memorial, read <u>The Wall</u> by Eve Bunting
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<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Various leveled texts ● Whole class, small group, and independent work ● Anchor charts with discussion language ● Visuals & Graphic organizers ● Flexible grouping ● Level of independence ● Differentiated checklists and rubric (if appropriate) ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504
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Resources

<ul style="list-style-type: none"> ● G1 SS Unit 2 History and Culture Resources Folder ● 1. Additional Resource Links G1 SS Unit 2 ● Books to Support Classroom Instruction <ul style="list-style-type: none"> ○ <i>Then And Now</i> by Heather Amery ○ <i>If You Lived 100 Years Ago</i> by Anne McGovern ○ <i>Sneetches</i> by Dr. Seuss ○ <i>The Berenstain Bears New Neighbors</i> by Jan Berenstain ○ <i>A Pig Is Moving In!</i> By Claudia Fries ○ <i>The Wall</i> by Eve Bunting

Wayne School District
Grade 1 Geography and Communities

Content Area/Grade Level	Social Studies / Grade 1
Unit Plan Title	Unit 3: Geography
Time Frame	5 weeks daily /10 weeks alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World Asian Pacific Islander Mandate	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Information and Media Literacy	
New Jersey Learning Standards for English Language Arts, Grade 1 Anchor Standards for Reading: Key Ideas and Details, Craft and Structure Anchor Standards for Writing: Research to Build and Present Knowledge Anchor Standards for Speaking and Listening: Comprehension and Collaboration	
New Jersey Student Learning Standards for Computer Science and Design Thinking Computer Science	
WIDA ELD Standards Social and Instructional Language: <i>ELD Standard 1</i> The Language of Social Studies: ELD Standard 5	
Unit Summary	
<p>In this unit, students will begin to understand basic geographic skills. Students will learn to read basic maps and identify landforms and environmental features. They will discover that people live in different kinds of homes and neighborhoods and understand how the climate and geographical features of an area impact the people and communities that live there. Then, they will discover the relationship between communities, states, countries, and Earth. Finally, students will realize that they are a part of a diverse global community. This unit will give students exposure to map skills that will allow students to view their environment in a broader sense.</p> <p>Additionally in this unit, students will learn about Asian American and Pacific islander history and culture in relation to geography through the analysis of maps. They will discover how the geographical features of Hawaii impact the culture and communities of the people living there.</p>	

Standard Numbers and Mandates

New Jersey Student Learning Standards for Social Studies

Geography, People, and the Environment

- 6.1.2.Geo.PP.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).
- 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).
- 6.1.2.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).
- 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).
- 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.
- Asian Pacific Islander Mandate

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Information and Media Literacy

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

New Jersey Student Learning Standards for English Language Arts, Grade 1

Reading Information

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Writing

- 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).

Speaking and Listening

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

New Jersey Student Learning Standards for Computer Science and Design Thinking

Data & Analysis

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How might weather or the environment change how and where people choose to live?
- How are maps helpful to people?
- How do the environmental features of a region affect the people that live there?

Enduring Understandings

- Maps are tools that allow us to find locations in the world.
- The geography of a region affects the development of the culture of people living there.

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading and writing as students encounter non-fiction text.

- ELA: RI.1.1, RI.1.5, W.1.7 Students can utilize their skills for reading and writing non-fiction text.
- ELA: SL.1.3. Students practice their speaking skills when working collaboratively with other students.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- Explain what characteristics make a location a good place to live
- Describe how factors such as transportation, housing, and dietary needs affect the culture of places or regions.
- Use maps to identify continents, oceans, rivers, lakes, and mountains as well as geospatial data such as location of landmarks.
- Identify the following properties of a variety of maps and globes: title, legend, cardinal directions, scale, and symbols.
- Understand that maps can be made to serve various specific purposes.
- Identify cultural and environmental characteristics of New Jersey and other regions in the United States.
- Understand the ways that the physical features of a region affect the economic activities found there.

Assessments

*Required common assessments have an **

All underlined assessments can be found in the Grade 1 Teacher Resource folder:

- *Formative:* accountable talk, shared and independent writing assignments
- *Summative:* graphic organizers, independent reading and writing assignments, relevant brainpop quizzes, relevant PebbleGo activities, Students research the landscape culture, and economic activities of the 50 states and create a class map of the USA with drawings and symbols to represent each region's characteristics.*
- *Benchmark:* Use a map to find locations and landmarks*
- *Alternative:* options may include graphic organizers, oral presentations, maps

Suggested topic ideas for assessments:

- observe students during picture sort of landforms, continents, and oceans
- students identify features of their neighborhood.
- students identify and describe types of landforms

Teaching and Learning Activities

All underlined resources can be found in the Grade 1 Teacher Resource folder:

Activities

- Introduce maps and globes. Discuss the following properties: title, legend, cardinal directions, scale, and symbols. Use maps to identify landmarks, continents, oceans, rivers, lakes, and mountains.
 - suggested activities:
 - Allow students to research maps and globes using PebbleGo and Epic.
 - Watch the GoNoodle Song, "Never Eat Soggy Waffles."
 - Make a Map Skills Minibook
 - Students practice following cardinal directions by using oral directions to navigate each other through the classroom to get to a designated location.
 - Create maps of the classroom, school, town, or home.
 - Complete some of the Reading and Making Maps activities.
 - Use the materials in the Bookflix lesson, The Scrambled States of America Talent Show and Looking at Maps and Globes
 - Locate and identify continents and oceans on a world map
- ***BENCHMARK Map Skills** - students use a map to answer questions and identify locations and landmarks.
- Discuss landforms and create an anchor chart about landforms.
 - Use PebbleGo and Epic to research different types of landforms.
 - Observe students doing a picture sort of various landforms.
- Discuss how the geography and climate of a region affects the communities that live there. Compare and contrast the differences in living in various regions. For example, how might life be different in a mountainous region than on an island?
 - Use PebbleGo - People and the Environment
- Create a shared anchor chart about the three types of communities: urban, suburban, and rural. Include types of transportation used, geographic features, and needs of the communities.
 - suggested activities:
 - Review the powerpoint presentation to learn about the features of urban, suburban, and rural communities.

- Read [This Is the Way We Go To School](#) and discuss the reasons why different forms of transportation are needed in the various regions discussed.
- Allow students to use [Epic](#) and [PebbleGo](#) to research these types of communities using nonfiction texts and videos.
 - suggested activities:
 - Use the materials in the [Bookflix lesson, Chato and the Party Animals and My Neighborhood](#) to assess students' understanding of urban communities. Ask them to identify the type of community described in "[My Neighborhood](#)."
- Discover the cultural and environmental characteristics of New Jersey and other regions in the United States
 - Locate the United States on a world map or globe.
 - Locate New Jersey on a map of the United States.
 - Use nonfiction texts and videos to research the various 50 states.
 - Read and discuss the books from the "Scrambled States of America" series
- *SUMMATIVE - Each student will be assigned 2 or 3 states to research. Using information about the landscape, climate, economic activities and important landmarks, students should decorate a template of the outline of the state. Afterwards, the class will collaborate to assemble the states into a map of the USA.
- Discuss the geography of the state of Hawaii. Introduce the vocabulary word, *Archipelago*. Discuss how the geography of Hawaii affects the culture and communities of the people that live there. Compare this to the culture and community of the people where we live.
 - Learn about Hawaii's history and culture by exploring the Smithsonian exhibition, *Creating Hawai'i*.
 - Use the online exhibition, [A Voyage to Health](#) and other online materials in learning about the Hawaiian Islands' geography, geology, and traditional navigation, including the "Hawaiian Star Compass," developed by C. Nainoa Thompson, the master navigator who is a part of reviving the traditional Polynesian long-distance voyaging.
 - Learn about the Pacific Coral Reef in Hawaii using the [Pacific Coral Reef Coloring Book](#)

Differentiation Strategies

- Various leveled texts
- Whole class, small group, and independent work
- Anchor charts with discussion language
- Visuals
- Flexible grouping
- Graphic organizers
- Level of independence
- Differentiated checklists and rubric (if appropriate)
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources

- [G1 SS Unit 3 Geography Resources Folder](#)
- [1. Additional Resource Links G1 SS Unit 3](#)
- Books to Support Classroom Instruction
 - *Scrambled States of America* series by Laurie Keller

Wayne School District
Grade 1 Social Studies

Content Area/Grade Level	Social Studies / Grade 1
Unit Plan Title	Unit 4: Financial Literacy
Time Frame	3 weeks daily /6 weeks alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Personal Financial Literacy	
New Jersey Student Learning Standards for English Language Arts, Grade 1 Anchor Standards for Reading: Integration of Knowledge and Ideas Anchor Standards for Writing: Production and Distribution of Writing Anchor Standards for Speaking and Listening: Comprehension and Collaboration	
WIDA ELD Standards Social and Instructional Language: <i>ELD Standard 1</i> The Language of Social Studies: ELD Standard 5	
Unit Summary	
<p>This unit plan was designed for first graders to learn about the ideas of spending, saving, and budgeting finances. Emotions, social factors, and daily life expectation all influence the ways people use and value money. Students will understand basic financial responsibility in terms of budgeting, saving, and paying back borrowed money. In addition, students will understand why money is needed for an economy to function and the ways goods are exchanged for services.</p>	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Social Studies</u>	
Economics, Innovation, and Technology	
<ul style="list-style-type: none">• 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).	
<u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u>	
Civic Responsibility	
<ul style="list-style-type: none">• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.	

Financial Institutions

- 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).

Financial Psychology

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 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).

Planning and Budgeting

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

Risk Management and Insurance

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

New Jersey Student Learning Standards for English Language Arts, Grade 1

Reading Information

- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

Writing

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

Speaking and Listening

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- Why do we need money?
- Why is it important to save money?
- What are goods and services?

Enduring Understandings

- Social and emotional factors influence people to save or spend money which are determined by personal needs and wants.
- Economy is dependent on producers, sellers, and buyers who are responsible for the circulation of goods.

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading and writing as students encounter non-fiction text.

- ELA: RI.1.8, W.1.5. Students can utilize their skills for reading and writing non-fiction text.
- ELA: SL.1.3. Students practice their speaking skills when working collaboratively with other students.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- Understand why we need and want money
 - identify the different types of money and why they are used (e.g., coins, bills, checks, debit and credit cards).
 - understand the meaning of barter and exchange
 - shopping experiences
- Differentiate between financial and emotional wants and needs and how it influences:
 - Buying and selling goods
 - Spending vs. saving money
- Recognize the financial needs of others
 - Acknowledge ways to give back, including making donations and volunteering

Assessments

Required common assessments have an *

All underlined assessments can be found in the Grade 1 Teacher Resource folder:

- Formative: Accountable talk, role playing*, shared and independent reading and writing assignments
- Summative: Graphic organizers, independent reading and writing assignments pertaining to goods and services*
- Benchmark: Students will draw and write a sentence about saving and spending money and wants vs. needs*
- Alternative: Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 1 Teacher Resource folder:

- Create a web about money:
 - What money is, what it looks like, how it is used, and why it is important. (*see Google slide*)
PebbleGo-what is money?
- Think Pair share- Think about a time you traded something with someone. Was the trade fair or not?
 - Suggested activities:
 - Draw a good that you may why to buy or trade
Allow students to decide if they would like to trade or sell* (use toy money) a good found in the classroom or brought from home. (send note home to parents the night before) a. Examples might include: i. favorite pencil ii. new crayons iii. an old book iv. stickers v. old puzzle from home.

	<ul style="list-style-type: none"> ● Identify the difference between a financial want and need by listing and sorting items <ul style="list-style-type: none"> ○ 1. Goods & services (<i>see Google slide</i>) PebbleGo-<u>goods and services</u> *SUMMATIVE assessment included* ○ 2. Wants & needs (<i>see Google slide</i>) PebbleGo-<u>wants and needs</u> *BENCHMARK assessments included* ○ 3. Saving and spending money (<i>see Google slide</i>) PebbleGo-<u>saving money</u> *BENCHMARK assessments included* ● <u>Create a shopping experience</u> (<i>see Google slide</i>) that allows students to explore buying items with toy money. <ul style="list-style-type: none"> ○ Create a cause and effect chart- How do producers help sellers ○ <u>Sequence events</u> related to a shopping experience. ○ Students may <u>barter or trade</u> items which each other ○ *Role play in a school store*
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<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504
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<p>Resources</p>	
<ul style="list-style-type: none"> ● G1 SS Unit 4 Financial Literacy Resources Folder ● Additional Resources ● Books to Support Classroom Instruction <ul style="list-style-type: none"> ○ <i>One Cent, Two Cents, Old Cent, New Cent: All About Money (Cat in the Hat's Learning Library)</i>, Bonnie Worth 	