

Bay Head Elementary School	
Content Area: Social Studies Course Title: Social Studies	Grade Level: First Grade
Unit Plan 1 All About Communities	September - October (40 days)
Unit Plan 2 Geography - Our Earth	November - December (32 days)
Unit Plan 3 Citizenship - Working Together	January - February (40 days)
Unit Plan 4 Economics - Connecting to the World	March - April (38 days)
Unit Plan 5 History - People and Places in History	May - June (30 days)
Unit Plan 6 Culture - Celebrating Our Heritage	ongoing
Maria Wills, Curriculum Coach Aligned to New Jersey Student Learning Standards	Board Approved: May 28, 2019 Re-Adopted March 14, 2023

**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** First Grade

**Domain (Unit Title):** All About Communities

**Cluster Summary:**

- Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities, people help each other and follow the rules. Transportation and communication in communities have changed over time

**Primary Interdisciplinary Connections:**

**Reading**

- **RI.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.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9** Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

**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.
- **SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1.6** Produce complete sentences when appropriate to task and situation.

**Writing**

- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **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.

**Computer Science and Design Thinking:**

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 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.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

**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.
- 9.1.2.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.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**Learning Targets****Social Studies Practices**

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question,

	and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

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

<p>communication and transportation and explore ways that these changes have affected people's lives.</p> <ul style="list-style-type: none"> <li>● Identify the qualities of good citizenship and recognize ways to show good citizenship.</li> <li>● Recognize the way rules and laws help communities</li> </ul>	
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Evidence of Learning	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Multiple Choice Tests</li> <li>● Weekly Tests</li> <li>● Writer's Workshop</li> <li>● Class Discussion</li> <li>● Graphic Organizers</li> <li>● Reading Responses</li> <li>● Learning Response Log</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Running Records</li> <li>● Constructive Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>· Rubric</li> <li>· Cooperative Learning</li> <li>· Teacher Conferences</li> <li>· Teacher Observation</li> <li>· Journals/Writer's Notebook</li> <li>· Portfolio</li> <li>· Individual Whiteboards</li> <li>· Peer/Self Assessments</li> <li>· Whiteboard Assessments</li> <li>· Think-Pair-Share</li> <li>· Literature Circles</li> </ul>
<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Writer's Workshop/Conferencing</li> <li>● Pretest, Test and Daily Work</li> <li>● Final Drafts</li> <li>● Showcase Portfolio</li> <li>● Reading Assessment/Running Records</li> <li>● Oral Presentation</li> <li>● Reflective journal</li> </ul>	

**Benchmark Assessments**

- AIMSWeb Testing (Fall, Winter, Spring)
- End of Unit Test or Chapter Test

**Alternative Assessments**

- Collaborative testing.
- Student portfolios
- Performance Tests
- Conferencing

**Performance Tasks/Use of Technology****Performance Tasks**

- Classwork
- Projects

**Use of Technology**

- Laptops or iPads
- Smartboard
- STEAM Lab

**Modifications (Special Education, Gifted and Talented, ELLs)***IEP modifications:*

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Books on tape

- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

*504 Modification Plan:*

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts
- Guided notes
- Preferential seating

*Gifted and Talented:*

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

*English Language Learners:*

- Visuals
- Gesturing
- Miming and roleplay
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- Personal word walls



- Introducing key vocabulary before lesson
- Small group instruction
- Providing a student buddy

**Suggested activities for lesson plans:**

Code Summary and Statutes Key		
Holocaust/Genocide - Teaching Acceptance & Tolerance	Amistad - Teaching Prejudice and Discrimination	Asian American & Pacific Islander - Teaching Acceptance and Diversity

**Online Sources:**

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<http://apples4theteacher.com>

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<http://congresskids.net>

**Bay Head School  
SOCIAL STUDIES CURRICULUM  
Unit Overview**

**Content Area:** Social Studies

**Grade Level:** First Grade

**Domain (Unit Title):** Geography - Our Earth

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

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## Learning Targets

### Social Studies Practices

#### Developing Questions and Planning Inquiry

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	disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
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Number	Performance Expectations
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).
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drills map, route from home to school, learning centers in a classroom).
6.1.2.GeoSV.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.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
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.

<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does geography help me?</li> <li>• What are important characteristics of our country and world?</li> <li>• What different landforms make up our country?</li> <li>• What are the four seasons and how do they affect our lives?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Geography tells about the Earth, people, plants, and animals that live on Earth.</li> <li>• Our world is made up of seven continents and four oceans.</li> <li>• Our country is made up of various landforms and bodies</li> </ul>
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<ul style="list-style-type: none"> <li>• What is a natural resource and how do we use them?</li> <li>• How can we protect the Earth?</li> </ul>	<ul style="list-style-type: none"> <li>• of water.</li> <li>• Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.</li> <li>• A natural resource is something that is in nature that is ready for people for use.</li> <li>• We can protect the earth by making minimal changes and practicing recycling.</li> </ul>
<p><b>Unit Objectives</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Identify the United States and its neighbors on a map and globe.</li> <li>• Identify the oceans and seven continents on a map and globe.</li> <li>• Identify major landforms and bodies of water on maps and globes.</li> <li>• Recognize the difference between weather and seasons.</li> <li>• Find out how weather patterns affect people's activities.</li> </ul>	<p><b>Unit Objectives</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Utilize a map and a globe to identify the United States and her border neighbors.</li> <li>• Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.</li> <li>• Distinguish between weather and seasons vocabulary words.</li> <li>• Discuss how weather influences personal activity.</li> <li>• Describe natural resources and how people are dependent on them to satisfy basic needs.</li> <li>• Explain how the Earth has been changed by people.</li> </ul>

Evidence of Learning

**Formative Assessments**

- Multiple Choice Tests
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Learning Response Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes
- Rubric
- Cooperative Learning
- Teacher Conferences
- Teacher Observation
- Journals/Writer's Notebook
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**Summative Assessments**

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**Alternative Assessments**

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## **Performance Tasks/Use of Technology**

### **Performance Tasks**

- Classwork
- Projects

### **Use of Technology**

- Laptops or iPads
- Smartboard
- STEAM Lab

## **Modifications (Special Education, Gifted and Talented, ELLs)**

### *IEP modifications:*

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Books on tape
- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### *504 Modification Plan:*

- After school tutoring
- Constant parental contact
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- Possible partial credit
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- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary



- Anchor charts
- Guided notes
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*Gifted and Talented:*

- ask open-ended questions
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- do not always be explicit, allow for discovery
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<b>Holocaust/Genocide - Teaching Acceptance &amp; Tolerance</b>	<b>Amistad - Teaching Prejudice and Discrimination</b>	<b>Asian American &amp; Pacific Islander - Teaching Acceptance and Diversity</b>

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**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** First Grade

**Domain (Unit Title):** Working Together

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

**Reading**

- **RI.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.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
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**Writing**

- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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- **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.

#### **Computer Science and Design:**

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 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.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

#### **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.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
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- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

### **Learning Targets**

#### **Social Studies Practices**

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context

	of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Number	Performance Expectations
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.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
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.CivicsPD.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.Geo.GI.2	Use technology to understand the culture and physical characteristics of regions.
6.3.2.GeoGI.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.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What makes a good citizen?</li> <li>• What does a good citizen act?</li> <li>• What are some symbols that represent the United States?</li> </ul>	<p><b>Unit Enduring Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A good citizen makes his or her country and community a better place.</li> <li>• A good citizen follows the rules.</li> <li>• The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.</li> </ul>
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**Unit Objectives***Students will know...*

- Identify different types of groups.
- Explain the need for groups to have rules.
- Explain the need for rules and laws in the home, school, and community.
- Give examples of rules or laws that establish order, provide security, or manage conflict.
- Identify leadership roles in community, state, and country.
- Describe the responsibilities and characteristics of a good leader.
- Identify the qualities of good citizenship as demonstrated by ordinary people.
- Identify and use voting as a way to make decisions.
- Identify symbols of national identity, such as our flag and the Pledge of Allegiance.
- Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.
- Identify historical figures who were good citizens.
- Demonstrate understanding and skills through material such as songs.

**Unit Objectives***Students will be able to...*

- Distinguish between different types of groups and explain the need for rules in all groups.
- Define rules and laws.
- Illustrate a leader in the community, state, or country.
- List the responsibilities and characteristics of a good leader.
- Define the qualities of a good citizen in their community.
- Discuss how the community makes decisions
- Participate in an election.
- List historical figures who exemplify characteristics of good citizenship.
- Illustrate and label symbols of our national identity related to citizenship.
- Listen to and discuss patriotic songs.

## Evidence of Learning

### Formative Assessments

- Multiple Choice Tests
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Learning Response Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Constructive Quizzes
- Rubric
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### Summative Assessments

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- Showcase Portfolio
- Reading Assessment/Running Records
- Oral Presentation
- Reflective journal

### Benchmark Assessments

- AIMSWeb Testing (Fall, Winter, Spring)
- End of Unit Test or Chapter Test



**Alternative Assessments**

- Collaborative testing.
- Student portfolios
- Performance Tests
- Conferencing

**Performance Tasks/Use of Technology****Performance Tasks**

- Classwork
- Projects

**Use of Technology**

- Laptops or iPads
- Smartboard
- STEAM Lab

**Modifications (Special Education, Gifted and Talented, ELLs)***IEP modifications:*

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Books on tape
- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

*504 Modification Plan:*

- After school tutoring
- Constant parental contact
- Extra time for completion of work

- Possible partial credit
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- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts
- Guided notes
- Preferential seating

*Gifted and Talented:*

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

*English Language Learners:*

- Visuals
- Gesturing
- Miming and roleplay
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- Personal word walls
- Introducing key vocabulary before lesson
- Small group instruction
- Providing a student buddy

**Suggested activities for lesson plans:**

Code Summary and Statutes Key		
Holocaust/Genocide - Teaching Acceptance & Tolerance	Amistad - Teaching Prejudice and Discrimination	Asian American & Pacific Islander - Teaching Acceptance and Diversity

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<http://brainpop.com>  
<http://primarygames.com>  
<http://congresskids.net>

**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** First Grade

**Domain (Unit Title):** Connecting to the World

**Cluster Summary:**

- By working, people get the things they need and want. Some people are producers, but all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.

**Primary Interdisciplinary Connections:****Reading**

- **RI.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.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9** Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

**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.
- **SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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<b>Number</b>	<b>Performance Expectations</b>

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.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
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.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
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.

### Unit Essential Questions

- Why do people work?
- What is a volunteer?
- What are needs and wants?
- What are goods and services?
- What is a factory?
- What is trade?
- What is technology?

### Unit Enduring Understandings

*Students will understand that...*

- People work to earn money.
- Volunteers do important jobs without getting paid.
- Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live.
- Goods are things that are

	<p>made or grown. A service is something that people do for others.</p> <ul style="list-style-type: none"> <li>• A factory is a building where things are made.</li> <li>• Trade is when we give something and then get something back.</li> <li>• Technology is an advance that makes things faster, easier, or better.</li> </ul>
<p><b>Unit Objectives</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Learn what producers and consumers are.</li> <li>• Distinguish between producing and consuming.</li> <li>• Trace a product from a natural resource to finished goods.</li> <li>• Understand trade.</li> <li>• Identify ways in which science and technology have affected communication, transportation, and recreation.</li> </ul>	<p><b>Unit Objectives</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain how communication, transportation, and recreation have been affected by science and technology.</li> </ul>

Evidence of Learning



**Formative Assessments**

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## **Performance Tasks/Use of Technology**

### **Performance Tasks**

- Classwork
- Projects

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- Laptops or iPads
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## **Modifications (Special Education, Gifted and Talented, ELLs)**

### *IEP modifications:*

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<b>Content Area:</b> Social Studies	<b>Grade Level:</b> First Grade
<b>Domain (Unit Title):</b> People and Places in History	
<b>Cluster Summary:</b> <ul style="list-style-type: none"> <li>Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today.</li> </ul>	
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Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

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Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Number	Performance Expectations
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.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.
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).
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).

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is a Native American?</li> <li>• What are traditions?</li> <li>• What is an explorer?</li> <li>• How did the Native Americans help the Pilgrims?</li> <li>• What key historical people and documents led to the development of our nation?</li> <li>• What is a pioneer?</li> <li>• What is an immigrant?</li> </ul>	<p><b>Unit Enduring Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.</li> <li>• A tradition is a special way of doing something to what is passed down over time.</li> <li>• An explorer is a person who traveled to learn about a new place.</li> <li>• Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.</li> <li>• George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. The United States Constitution and the Bill of Rights are important documents that led to the development of our nation.</li> <li>• Pioneers leave their homes to inhabit a land they do not know.</li> <li>• An immigrant is a person who leaves a country to live in another.</li> </ul>
<p><b>Unit Objectives</b>  <i>Students will know...</i></p>	<p><b>Unit Objectives</b>  <i>Students will be able to...</i></p>



<ul style="list-style-type: none"> <li>● Identify Native Americans as the first people to live in North America.</li> <li>● Explain Native American traditions.</li> <li>● Learn about early explorers to America.</li> <li>● Recognize how the Pilgrims overcame hardship with the help of Native Americans.</li> <li>● Explain how the original 13 colonies became the United States.</li> <li>● Identify contributions of historical figures that have influenced the nation.</li> <li>● Identify important historical documents to the development of the United States.</li> <li>● Describe how the United States grew over time</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize Native Americans as the first people to live in North America.</li> <li>● Describe Native American traditions.</li> <li>● Identify early explorers to America.</li> <li>● List how the Native Americans helped the Pilgrims overcome hardship.</li> <li>● Recognize that there were 13 original colonies.</li> <li>● Name historical figures and documents and describe how they contributed to our history.</li> <li>● Show the growth of the United States.</li> </ul>
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Evidence of Learning	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Multiple Choice Tests</li> <li>● Weekly Tests</li> <li>● Writer's Workshop</li> <li>● Class Discussion</li> <li>● Graphic Organizers</li> <li>● Reading Responses</li> <li>● Learning Response Log</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Running Records</li> <li>● Constructive Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>· Rubric</li> <li>· Cooperative Learning</li> <li>· Teacher Conferences</li> <li>· Teacher Observation</li> <li>· Journals/Writer's Notebook</li> <li>· Portfolio</li> <li>· Individual Whiteboards</li> <li>· Peer/Self Assessments</li> <li>· Whiteboard Assessments</li> <li>· Think-Pair-Share</li> <li>· Literature Circles</li> </ul>

**Summative Assessments**

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
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- Oral Presentation
- Reflective journal

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- End of Unit Test or Chapter Test

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- Collaborative testing.
- Student portfolios
- Performance Tests
- Conferencing

**Performance Tasks/Use of Technology****Performance Tasks**

- Classwork
- Projects

**Use of Technology**

- Laptops or iPads
- Smartboard
- STEAM Lab

## **Modifications (Special Education, Gifted and Talented, ELLs)**

### *IEP modifications:*

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Books on tape
- Preferential seating
- Scribe for students who can't write
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### *504 Modification Plan:*

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts
- Guided notes
- Preferential seating

### *Gifted and Talented:*

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list

- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment

*English Language Learners:*

- Visuals
- Gesturing
- Miming and roleplay
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- Personal word walls
- Introducing key vocabulary before lesson
- Small group instruction
- Providing a student buddy

**Suggested activities for lesson plans:**

Code Summary and Statutes Key		
<b>Holocaust/Genocide - Teaching Acceptance &amp; Tolerance</b>	<b>Amistad - Teaching Prejudice and Discrimination</b>	<b>Asian American &amp; Pacific Islander - Teaching Acceptance and Diversity</b>

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*Celebrating Presidents' Day* by

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*Memorial Day Surprise* by Theresa Golding

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[Asian Pacific American Heritage Month 2022 - For Teachers](#)

**Websites:**

<http://scholastic.com>

<http://lessonplanet.com>

<http://socialstudiesforkids.com>

<http://apples4theteacher.com>

<http://brainpop.com>

<http://primarygames.com>

<http://congresskids.net>

**Bay Head School  
SOCIAL STUDIES CURRICULUM  
Unit Overview**

**Content Area:** Social Studies

**Grade Level:** First Grade

**Domain (Unit Title):** Celebrating our Heritages

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

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**Reading**

- **RI.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.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.

- **RI.1.9** Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

### **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.
- **SL 1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL. 1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL. 1.6** Produce complete sentences when appropriate to task and situation.

### **Writing**

- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **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.

### **Computer Science and Design:**

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 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.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **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.
- 9.1.2.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.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Social Studies Practices	
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Number	Performance Expectations
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
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.
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.

<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is Labor Day?</li> <li>• What is Thanksgiving?</li> <li>• What is Dr. Martin Luther King Jr. Day?</li> <li>• What is Presidents' Day?</li> <li>• What is Memorial Day?</li> <li>• What is Independence Day?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Labor Day is when we show respect for our country's working people.</li> <li>• Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.</li> <li>• Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.</li> <li>• Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Memorial Day is when we show respect for the soldiers who died for our country.</li> <li>• Independence Day is when we celebrate our country's birthday.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Explain how selected celebrations reflect an American love of individualism and freedom.</li> <li>• Discuss how holidays reflect our local and national heritage.</li> <li>•</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify major holidays and relate how different people celebrate them.</li> <li>• Explain why certain holidays are related to history.</li> </ul>

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